GENERAL LIBRARY
UNIV. OF MICH.
DEC 12 1930

# The Journal of Health and Physical Education

Vol. I November, 1930 No. 9

CLASS OF ESTHONIAN DANCERS
Tallinn (Reval) Esthonia

*Published by the*
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at ANN ARBOR, MICHIGAN
ELMER D. MITCHELL, *Editor*

*Combining* "THE AMERICAN PHYSICAL EDUCATION REVIEW" *and* "THE PENTATHLON"

# Perfetex Gymnasium Clothing

## *Leaders in Style and Quality*

E 1356

Our most popular style. Special reinforcement. Neck guaranteed not to tear at bottom of V. Self binding around neck and armholes.

E 2756

Genuine vat dyed Indianhead. Fast color. V neck, sport collar, self binding around arm holes. All seams double stitched. Button front under fly.

E 3656

A new PERFETEX designed gymnasium suit. Exclusive one button shoulders. Genuine Indianhead cloth. Vat dyed. Guaranteed fast to sun and washing.

ALL STYLES COME IN A VARIETY OF COLORS

Visit your local dealer and ask to see the complete PERFETEX line. Samples of any garment gladly submitted upon request.

Perfetex
ATHLETIC CLOTHING

Your copy of the New 1931 Chancellor & Vaughan STYLE BOOK is ready. It will be promptly mailed upon request.

Chancellor & Vaughan
430 S. GREEN ST. CHICAGO, U.S.A.

The Journal of

# HEALTH and PHYSICAL EDUCATION

Vol. I NOVEMBER, 1930 No. 9

AMERICAN PHYSICAL EDUCATION ASSOCIATION

**Officers**

President, F. W. Maroney, M.D., Atlantic City, N. J.
Vice Pres., Miss Mabel Lee, Univ. of Nebraska.
Secretary-Editor, E. D. Mitchell, University of Michigan.
Chairman Field Service, James E. Rogers, N. Y. City.

**Additional Members of Executive Committee**

J. H. McCurdy, M.D., Y. M. C. A. College, Springfield, Mass.
Ruth Elliott, Ph.D., Wellesley College.
Carl L. Schrader, State House, Boston.
J. R. Sharman, Ph.D., State Dept., Montgomery, Ala.

**Honorary Members**

W. G. Anderson, M.D.
E. H. Arnold, M.D.
Baron Pierre de Coubertin
Adolph Gustav, H.M., King of Sweden
Amy Morris Homans
R. Tait McKenzie
Baroness Rose Posse
Charles Roberts, F.R.C.S.
Baron E. Von Schenkendorf
Ferdinand August Schmidt, M.D.
William A. Stecher

**Officers of the Eastern Society**

President, Dr. Jesse F. Williams, Columbia University.
Vice President, Miss Marjorie Bouve, Boston, Mass.
Secretary-Treasurer, Miss Mazie V. Scanlan, Atlantic City, N. J.

**Officers of the Middle West Society**

President, Emil Rath, Normal College of A. G. U., Indianapolis.
Vice President, Miss Blanche M. Trilling, Univ. of Wisconsin.
Secretary-Treasurer, Dr. C. O. Molander, University of Chicago.

**Officers of the Northwest Society**

President, J. F. Boehler, Washington State College, Pullman.
First Vice President, Alice H. Widn[illegible] State Normal School, Ellensberg, Washington.
Second Vice President, A. C. Pelton, Seattle, Washington.
Secretary-Treasurer, Clair V. Langton, Oregon State College, Corvallis.

**Officers of the S[illegible]n Society**

President, Eliot V. Graves, Sta[illegible]t. of Edu., Richmond, Va.
Pres.-Elect Miss Mary C. Col[illegible]. C. College, Greensboro.
Vice President, David K. Br[illegible]versity of Texas, Austin.
Secretary, A. S. Hotchkiss[illegible]ngham, Ala.
Treasurer, Mrs. M. E. L. S[illegible]ule, Univ. of Georgia, Athens.

**The National Council**

V. S. Blanchard, Detroit, Michigan.
David K. Brace, Ph. D., Texas State Society.
Hubert E. Brown, Stroudsburg Physical Education Society.
John Brown, Jr., M. D., Y. M. C. A. Physical Directors' Society
A. D. Browne, M.D., Southern District.
William Burdick, M.D., Baltimore Recreation Section.
Carl Burkhardt, Western New York Society.
Walter A. Cox, Wisconsin Society.
Lee Ola Dewberry, Alabama State Society.
Edward S. Elliott, M.D., Society of New York and Vicinity.
Ruth Elliott, Ph.D., Member of Executive Committee.
Edgar W. Everts, Minnesota State Society.
Edith M. Gates, Y.W.C.A. Section.
Strong Hinman, Public School Section.
Tucker Jones, William & Mary College, Member at Large.
A. S. Lamb, M.D., McGill University, Member at Large.
Clair V. Langton, Northwest Society.
Mabel Lee, University of Nebraska, Vice President A.P.E.A.
C. H. McCloy, Research Section.
J. H. McCurdy, M.D., Member of Executive Committee.
F. W. Maroney, M.D., New Jersey Society, President A.P.E.A.
William G. Moorhead, Penn. State Society.
Dr. Gertrude Moulton, Ass'n of Directors of Phys. Ed. for Women.
Grover W. Mueller, Philadelphia Society.
Neils P. Neilson, California, Member at Large.
Paul C. Phillips, M.D., National Collegiate Athletic Association.
Emil Rath, Indianapolis, Indiana Society.
Robert C. Rice, Connecticut State Society.
Frederick Rand Rogers, Ph.D., New York State Society.
James F. Rogers, M.D., Bureau of Education, Washington, D. C.
Floyd A. Rowe, Cleveland, Ohio State Society.
C. W. Savage, Oberlin College, College Directors' Society.
Henry J. Schnelle, New Haven Society.
Carl L. Schrader, Member of Executive Committee.
J. R. Sharman, Member of Executive Committee.
Florence A. Somers, Dir. of Health Ed., East Orange, N. J.
A. W. Thompson, Michigan State Society.
Randall D. Warden, Newark Society.
A. P. Way, M.D., New York City, City Directors' Section.
Jesse F. Williams, M.D., Eastern District.
Natalie Wilson, Missouri State Society.

## TABLE OF CONTENTS

SCHOOL SAFETY EDUCATION. *Herbert J. Stack* 3
SOCIALIZATION THROUGH RECREATION ..... 8
*Joseph K. Hart*
OBJECTIVES OF INDIVIDUAL PHYSICAL EDUCATION FOR COLLEGE MEN..... 10
*Harlan G. Metcalf*
A WEIGHING AND MEASURING PROGRAM.... 12
*Helen M. Barton*
WHAT SEATTLE IS DOING FOR SWIMMING... 15
*John A. Torney, Jr.*
EDITORIALS ..... 18
PRELIMINARY REPORT OF THE COMMITTEE ON PROFESSIONAL ETHICS. *Harry A. Scott*.. 19
AN ELEMENTARY SCHOOL PROGRAM..... 22
*Ruth Evans*
MAINTAINING INTEREST IN ARCHERY ..... 24
*Phillip Rounsevelle*
INTRAMURALS IN JUNIOR HIGH SCHOOLS.... 26
*Harry L. Samuel*
AROUND THE COUNTRY WITH J. E. ROGERS.. 29
WAND PYRAMIDS..... 32
(Continued from the March issue)
*Clair V. Langton and C. C. Mauthe*
"HELLO BADMINTON!" *E. Hedges*..... 34
PLANNING AN ATHLETIC FIELD ..... 38
*Walter H. Heideman*
NOTES FROM THE WOMEN'S SECTION ON ATHLETICS. *Helen Hazelton* ..... 43
Y. W. C. A. HEALTH EDUCATION CONFERENCES, 1930. *Edith M. Gates* ..... 44
PHYSIOLOGY AT THE SERVICE OF PHYSICAL EDUCATION. 2. The Spleen as a Factor in Athletics. *Arthur H Steinhaus* ..... 46
WILL WOMEN BE AS TALL AS MEN? ..... 46
*Henry S. Curtis*
THE INFLUENCE OF PHYSICAL EDUCATION ACTIVITIES UPON CONSTITUTION, CHILD-BEARING AND MENSTRUATION OF WOMEN 47
*A translation by Carl Schrader*
IT MAY INTEREST YOU TO KNOW ..... 48
HOW WE DO IT ..... 50
NEW BOOKS RECEIVED ..... 54

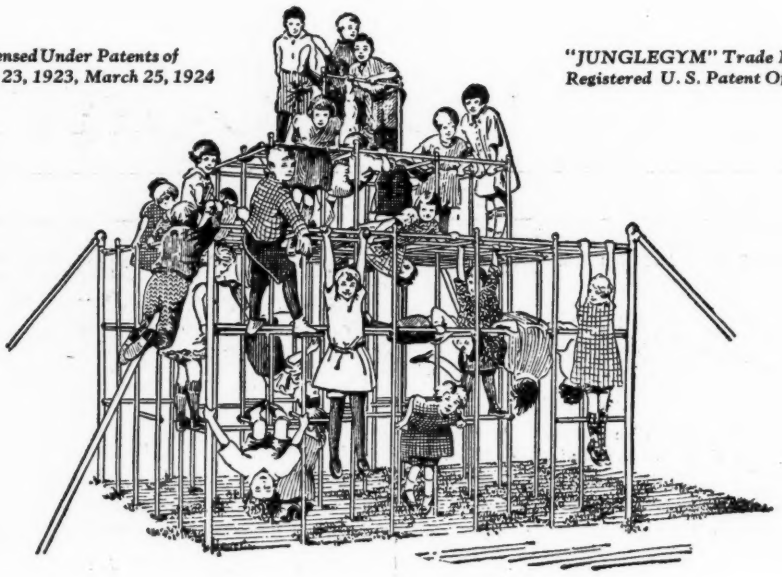
THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION
Published by the American Physical Education Association
P. O. Box, 362, Ann Arbor, Michigan
Published monthly from September to June
(10 issues)

Professional Membership, including the Journal and the Society's Research Publications ..... $5.00
Active Membership (including Journal) ..... 2.00
Single Copies ..... .35

Copyright, 1930, by the American Physical Education Association. Entered as second-class matter, January 6, 1930, at the post office, Ann Arbor, Michigan, under the act of March 3, 1879.

*Licensed Under Patents of*
*October 23, 1923, March 25, 1924*

*"JUNGLEGYM" Trade Mark*
*Registered U. S. Patent Office*



# Junglegym No. 2

## *The Greatest Outdoor Gymnasium for Large Groups*

HERE is a play apparatus that is the best and safest yet developed for children.

Combining as it does, its ability to keep from 1 to 75 children happy and amused, as well as its absolute safety due to the fact that many of the horizontal bars are always within reach of the hands and feet, it is no small wonder that it has met with such universal approval by expert play leaders and physical educators.

Standardize on this for your playground or school yard equipment. It will justify your strongest endorsement.

### Junglegym Junior

Embodying all the good features of its big brother, but built especially for the smaller youngsters from 3 to 8 years.

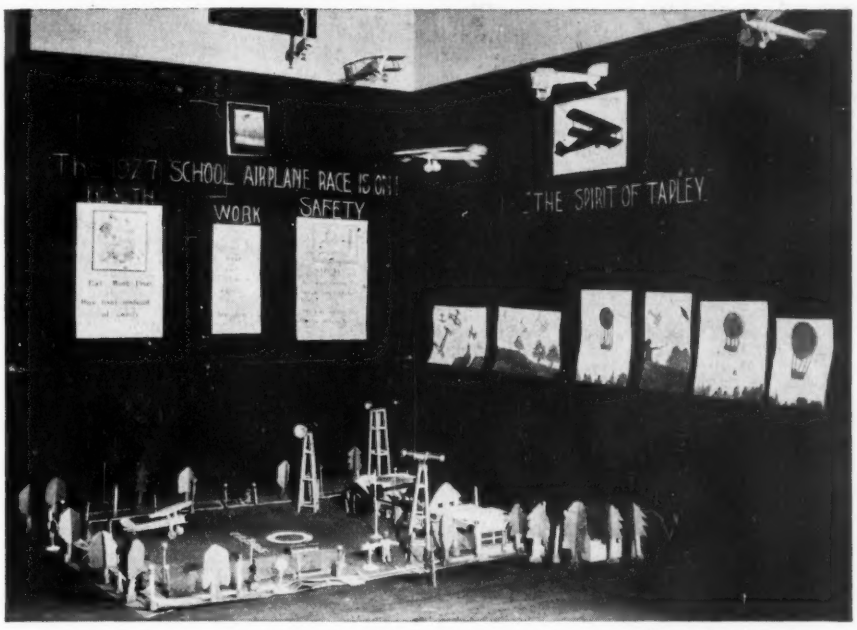
***Steel or Wood***

---

A. G. Spalding & Bros.

**Playground Department**

**CHICOPEE** **MASSACHUSETTS**




*A Springfield, Massachusetts Project Relating to "Safety in Aviation"*

—National Safety Council

# School Safety Education*

By

HERBERT J. STACK

*Supervisor Child Safety Demonstration, New York and Lecturer in Safety Education, Columbia University*

PRESIDENT HOOVER, in sounding the keynote of the White House Conference on Child Health and Protection very appropriately stated the basic importance of child health and safety when he said, "If this nation is to move forward, it must march on the feet of healthy children." In this statement lies the significant importance of all of our work in child health and protection that makes it so fundamental in the school curriculum.

It is altogether natural for this department to devote some of its time to the problem of safety education in the elementary schools. Safety education in its narrower aspects may be considered as a part of health education although curiously enough the safety or conservation movement in its broader aspects may be said to include health education.

The problem of child safety is becoming more important every year. The rapid increase in the number of motor vehicles on our streets and highways, the congestion of people in our cities, the mobility of our population—all of these have tended to make life more hazardous. In recent years accidents have become increasingly more important as causes of death and injury. If we bear in mind that automobile fatalities have increased over 1000 per cent in a period of thirteen years we can see the importance of accident prevention.

If we had discovered that during the last year there had been an increase of 13 per cent in the mortality from diphtheria or tuberculosis, we would be very much alarmed. Fortunately this has not been true, but recent studies indicate that this is precisely what has happened with motor vehicle fatalities. In a single year they have grown 13 per cent and in the last three years 25 per cent.[1]

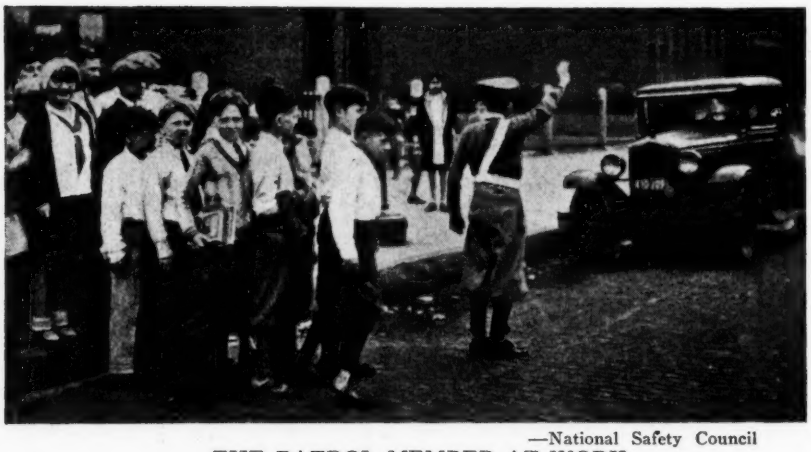
However, in the mounting toll of street and highway accidents in the country one gleam of comfort may be derived. *For in the last three years while adult fatalities from motor vehicle accidents have increased 25 per cent and those of pre-school children 10 per cent—the deaths of children of school age have actually shown a 10 per cent decrease.*[2]

These facts are unmistakable. Lives of children of school age are being saved. School children are learning to avoid accidents. Moreover, if we examine the accident situation during the last seven years and fit a line by the method of least squares to the accident curve, we find that if accidents to school children had

*An address, "Safety Education in the Elementary School," before National Education Association, Dept. of School Health and Physical Education, at Columbus, Ohio.

[1]Accident Facts, 1930; National Safety Council.

[2]Op. cit.; National Safety Council.



—National Safety Council

THE PATROL MEMBER AT WORK

*Many lives are saved as a result of the Vigilance of School Patrols*

increased as rapidly as they have for adults, over 6000 more children would have been killed this year than was actually the case.

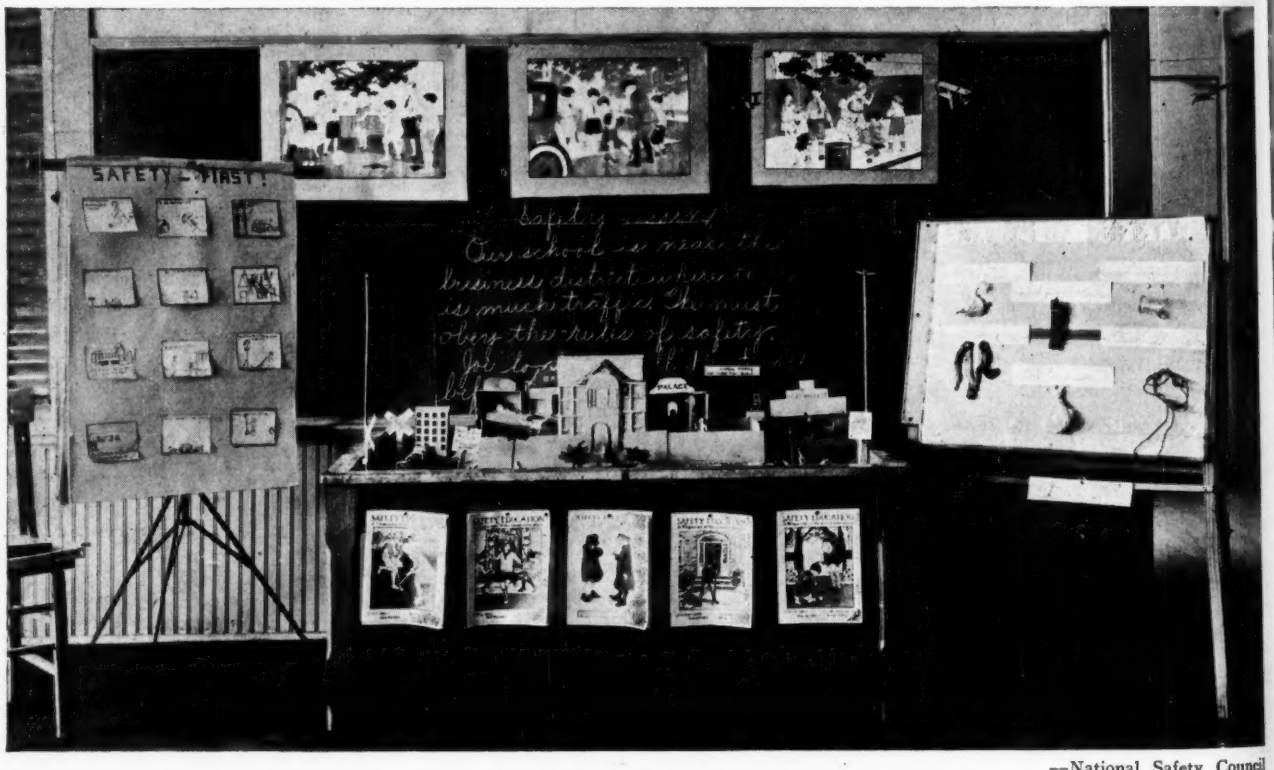
How can we account for this apparently successful campaign that is being waged against child accidents? A large number of factors have been operative in the field of child safety. The work of police departments in improving traffic conditions, improved fire regulations and fire fighting, the expansion of the playground and camping movement—all of these and many others have made marked contributions. But most of all it has been the program of safety education in the schools that has had the most significant part to play. For in spite of the many safeguards we can provide to protect children on streets, in homes, in public places, in the water and in other places, we are dependent in many ways upon the schools to cultivate good safety habits and attitudes among the children.

How can we organize a safety program for the elementary schools? In general the program may be divided into two parts, both of them overlapping, first, the protection or safeguarding activities, and second, the education activities. Under the first we might include the following activities:

1. The Protection of Children on their Way to School.

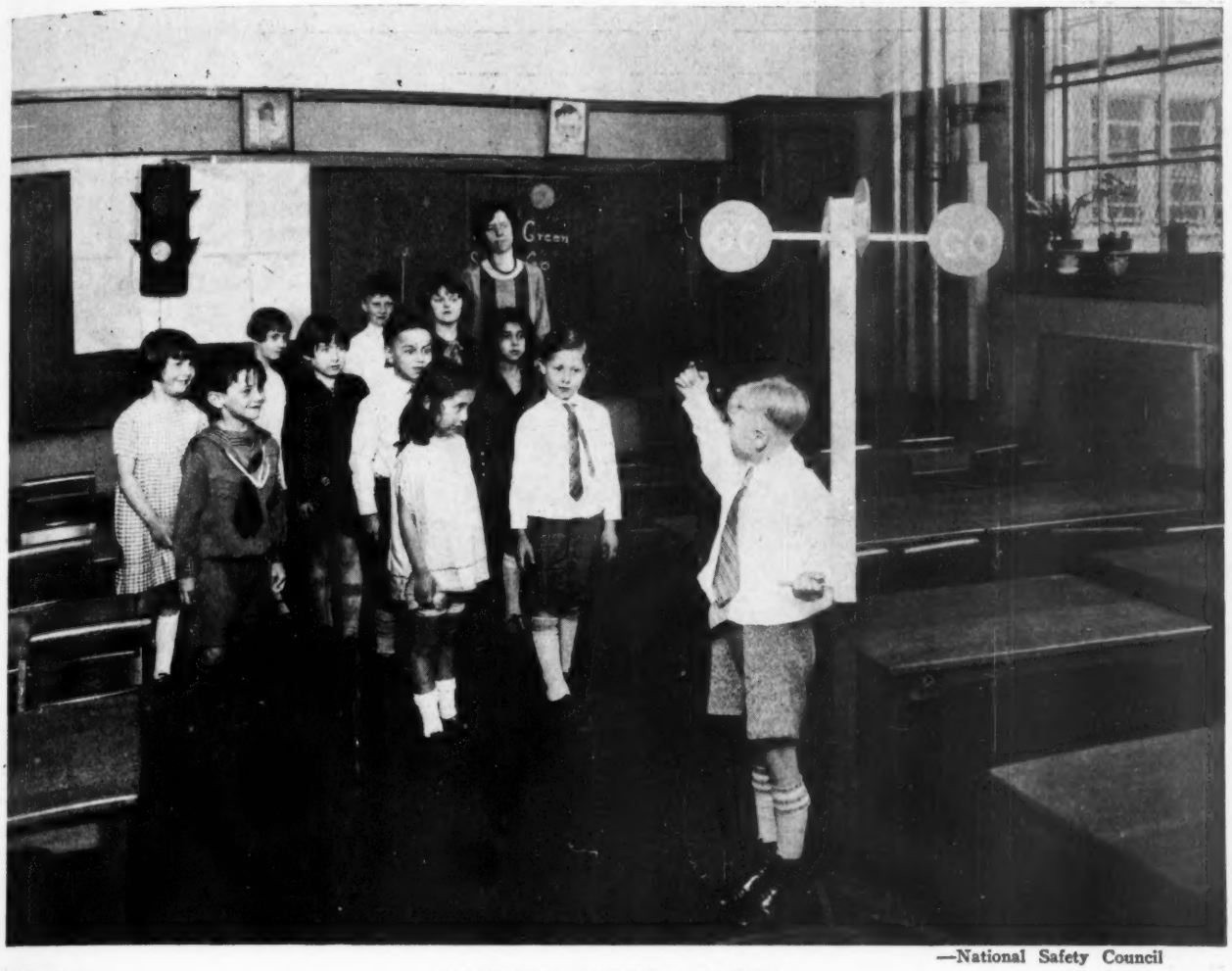
In most cities the police department is very helpful here. Officers are stationed at the more dangerous intersections. Safety patrols are also very useful. These patrols usually selected from the upper classes should be on duty before and after school to supervise pedestrian traffic at intersections near school buildings. They should not attempt to control vehicular traffic and should not stand in the middle of the street but should operate from the curb. We find it is only rarely that we hear of accidents when patrols are on duty. It is a splendid thing to see these boys in many of our cities on duty about schools protecting their schoolmates. The patrol provides one way in which we can really apply our teaching of good citizenship in concrete situations. By all means include the patrol in your safety program.

Many schools use patrols to assist in providing safety in bus transportation. This is particularly true in township and county schools where a large per cent of the children come to school in buses. In connection with




—National Safety Council

A CLASSROOM PROJECT




—National Safety Council

LEARNING STREET SAFETY

*First Grade Project in the Public Schools of New York*

school bus transportation, one fact is lamentable. It is unfortunate that so many unsafe, make-shift buses are still being used for the transportation of school children. Certainly school buses should conform to standards that are set for public service buses in general or we shall have more of the very serious accidents such as have occurred during the last year.[3]

2. The Protection of Children in or about School Buildings.

Just as patrols are useful in preventing street accidents, so likewise they have been found helpful in controlling traffic within the building. Each school should have patrols or monitors for this purpose. If the schools have a playground or gymnasium these patrols will be found useful in preventing accidents on apparatus and in athletic activities. They may also be used on stairways or in cafeterias to help in the control of traffic.

It is impossible in this short paper to go into a further analysis of the safety conditions within school buildings. Needless to say, the lighting of halls and stairways should be adequate, there should be adequate fire protection, fire fighting equipment, and regular fire drills; and so far as is possible, accident hazards in buildings should be removed.

So much for the protection activities of the elementary schools. Let us now turn to the education activities.

Safety education as a part of health education is basic in the curriculum of the elementary schools. For, after all, of what avail are the other fundamental tools of learning if an individual is killed, is unhealthy or is seriously injured in childhood? It is important, therefore, that a series of safety lessons suitable to the grade level be given in all elementary schools. These lessons should strike directly at the specific causes of child accidents. They may be organized in a separate course of study or as a part of the health or civics syllabus, or they may be sent out monthly by administration officers in the school systems.

In general, these lessons should stress safety activities and seasonable hazards; that is, they should attempt to provide safety activities for children when they are most needed. Ordinarily, the lessons in September and May should stress street and highway safety; in October, fire prevention; in January, safety in winter sports; in May, safety in the water and in summer activities.

[3] Williams Sidney, "Standards for School Busses," address to the Conference of State Commissions of Education, Washington, 1929.

—National Safety Council

THE COAST GUARD PROJECT

In organizing our instruction or our course of study, we should attempt to determine what the dangers in our community are and what unsafe things children are doing and then we should strike directly at these things.

In choosing objectives we may analyze accident statistics (national and local) to get at specific causes of accidents. Many of the better courses of study such as the Kansas City, St. Louis, Des Moines, and Worcester, Mass., courses are excellent examples of the way to proceed. The research studies of Streitz[4], Henig[5] and the National Safety Council[6] will give helpful advice. The joint report of the N. E. A. and American Medical Association on Health Education and the report of the Safety Education Committee of the White House Conference on Child Health and Protection will give valuable information.

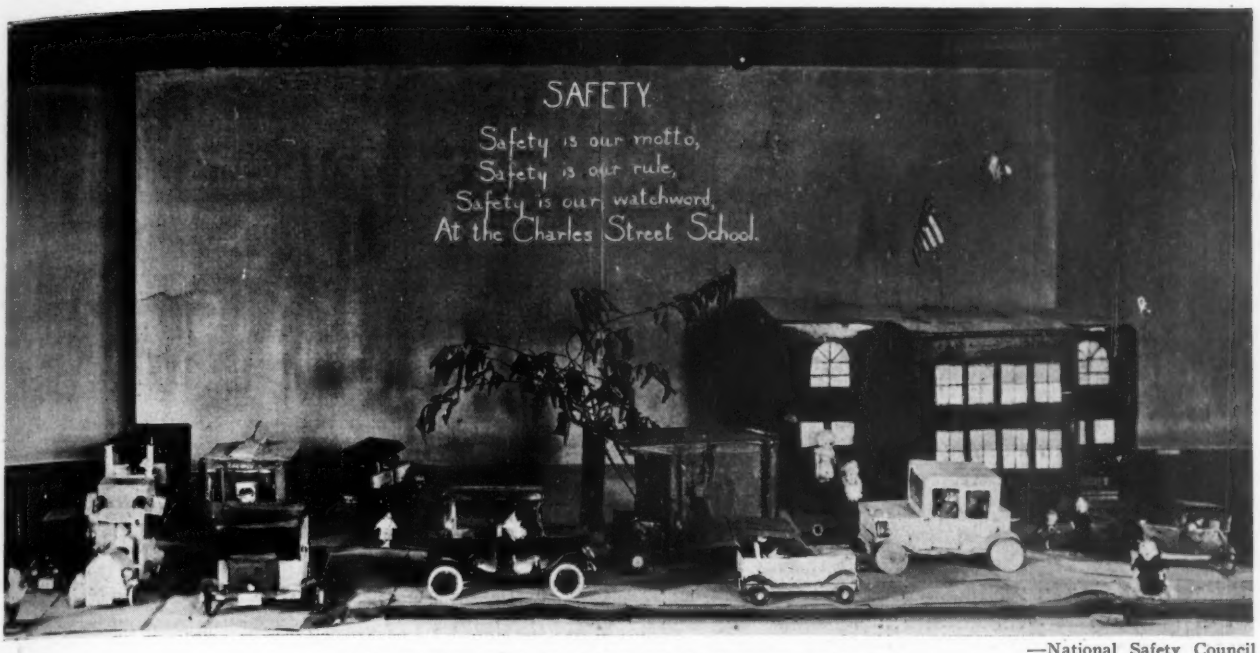
The safety instruction may be correlated with other school subjects such as civics, reading, health, and science or may be given directly. Although correlations are ordinarily desirable, we should be mindful of one danger. Some teachers attempt to drag safety into arithmetic, spelling, penmanship, and other school subjects and think that this instruction will be sufficient in forming good safety habits and attitudes. You can readily see that too often pupils are so absorbed with the mechanics and skills in the lesson that the safety or health instruction may be wholly lost. Simply including safety content in a lesson does not assure us that there will be learning.

A few suggestions should be given in the methods of teaching safety. I find some teachers depending too much on safety rules, codes and slogans. Others apparently feel that there is some mystical value in having pupils learn riddles, rhymes, and pledges. Still others are constantly depending upon negative instruction—don't do this and don't do that—and wonder why in spite of this children are constantly going out and doing the very things they are told not to do. While these methods of teaching may have some value they are by no means as useful as some other methods.

Our studies have tended to show that the following methods are to be preferred in the kindergarten or elementary school:

1. Actual practice exercises in performing some activity in a safe way, such as crossing the street, sharpening a pencil, using sharp shears, etc.
2. Mild experiences and adventures with certain dangers.
3. Demonstrations of the effects of wrong doing or wrong action. Studies have tended to show that when we can demonstrate to pupils the serious effects of wrong doing and the satisfaction that comes from right action, that this method is far more effective than either positive or negative suggestions.
4. Dramatizing and using safety stories. These appear to be singularly effective in teaching good safety habits. Little plays or stories on such subjects as "How We Help the Policeman," "A Narrow Escape," "The Playground," "Winter Fun," or "Learning to Swim," appear to be very interesting and useful to children.
5. Safety projects. These have been unusually good methods of teaching safety. Many of these typical projects were reported in the 25th Yearbook of the National Society for the Study of Education, in publications of the National Safety Council, and in state and city courses of study.
6. Safety games. These also seem to be effective methods of teaching safety. City and state directors of physical education can do much by sending out descriptions of some good safety games that have been organized.
7. Poster lessons. A large number of interesting posters that are helpful as a basis for teaching safety lessons may be secured from automobile clubs, Safety councils, and insurance organizations. Of course, it is always best to have the children make their own posters, but posters from agencies outside the schools are sometimes useful in planning safety lessons.
8. Motion pictures and slides. These are also valuable in

[4]Streitz, Ruth, Safety Education in the Elementary School.
[5]Henig, Max, Safety Education in the Vocational School.
[6]National Safety Council, An Introduction to Safety Education.
All of these publications may be secured from the National Safety Council.




—National Safety Council

ANOTHER CLASSROOM PROJECT IN SAFETY

stressing certain subjects in safety. Several very good films are now available and may be secured at a minimum cost from various national and local safety organizations. Films on fire prevention have been found to be very useful when rotated through elementary schools in a city system.

In general, we could say that classroom teaching should try to stress these types of lessons and place less emphasis on other types of lessons which appear less valuable. We must remember that safety education is serious business. The dangers that surround children are real dangers, and not those of a make-believe world. A single failure to act in the safe way in a dangerous life situation is so often followed by an unfortunate accident. Nature is stern and unrelenting. According to Huxley, "When she cuffs us, so often she cuffs us badly, and does not forgive us our mistakes." So children must be taught that they live in a controlled world and must play the game safely.

In the elementary schools, safety can also be taught through extra-curricular activities. School Clubs such as Boy Scouts, Girl Scouts, First Aid, Life Saving and Junior Safety Councils may have many desirable safety activities in their programs. The school assembly may feature safety several times during the school year. Many interesting assembly programs in the form of plays, demonstrations, and pageants have been written for the use of elementary schools. In addition there are many new motion pictures available on fire prevention, accident prevention, and other safety subjects. Three of the best of these suited particularly to elementary schools are: "Why Be a Goose," "How Jim Won the Game," and "The Verdict" which may be secured from local safety councils. In addition to these extra-curricular activities, schools should cooperate with local and national agencies in fire prevention campaigns, clean-up weeks, and other activities featuring safety, because there is every evidence to show that many of these campaigns are effective in reducing fires, accidents, and other wastes and losses which cost our country so much each year.

In organizing the safety program in a school system, it is recommended that the supervision of the work in the community be placed in the hands of one of the administrative officers, such as the Director of Health and Physical Education. This supervision should include a safety committee consisting of members of the teaching staff together with other safety experts in the community, such as the chief of police, fire officials, and the local safety director. In each school it seems desirable to have one person, either a principal or teacher, as the safety representative for the school. This safety advisor takes charge of patrols and councils, assists teachers in securing material, and supervises other safety activities of the school. Safety posters and lesson plans may be secured from local safety councils, automobile clubs, and other safety agencies which will be helpful to teachers in stressing certain phases of the safety and conservation movement.

It has been asked many times whether or not this work in safety education tends to produce fears. When safety is taught in the right way, rather than causing fears, it tends to banish fears. Knowledge and good safety habits drive away fears and make us feel safer. A child who learns to swim and thereby increases his safety, loses his fear of the water. Children should be taught to face the realities of life and the dangers of their environment fairly and squarely.

Does safety education restrict the adventures of childhood? No, on the other hand it tends to do away with the dull, stupid adventures of life, and gives us great opportunities for greater adventures. Admiral Byrd is perhaps one of the greatest examples of safety in great adventures. When Governor Roosevelt was presenting Byrd with the medal of the State of New York, he said in effect: "Dick Byrd, it isn't

*(Concluded on page 56)*

# Socialization Through Recreation

By

JOSEPH K. HART

*Dean of the School of Education, Vanderbilt University*

THE need of recreation is so fundamental, so inescapable, so universal, that anyone who invests money in providing means to this end is almost sure of making his fortune. Among the stocks that have shown greatest capacity for recovery from the recent slump have been the amusement-providing stocks. People must have recreation, whether they eat or not.

But just what ultimate function amusement and recreation serve in our social order is another question. They fill the coffers of the owners of the facilities: what do they do to those who patronize the facilities and pay the bills? These gladly pay their money: do they get anything in the nature of real values?

But my subject is not quite this. I must get into a deeper phase of it. We all want to live. Many of us go to dances and the movies so that we can live another day. This is sordid, but necessary. But can we find a basis of re-creation which will enable us to live, not merely the next day, not merely to escape from past drudgeries, but as if all ranges of living were vital and all the world were ours? Work inures us to routines, if we don't watch out; and the routine of the banker may be as deadly as the routine of the ditch-digger. Study saps our emotions and our wills. How shall we achieve membership in the real world, the world of work and understanding and emotional release and social freedom? What ever else we may say in reply, this too must be said: we must learn how to play, and how to re-create ourselves; that is, we must learn how to let the re-creative forces of life and the world play through us! And, those things, in the past, few of us have ever learned how to do; and, what is more, I am not sure that many of us are really learning how to do them, even today. Of this situation I shall now speak.

I SHALL deal with the subject from the standpoint of play, and I shall deal with *play* as a means of socialization; that is, of helping people to get ready for a more complete sharing in all that is valuable and pleasurable in life. Long before there were schools, long before there were departments of physical education, or even athletic coaches, the race, in primitive ways, had developed the processes by means of which certain desirable social results were achieved. Modern developments and modern studies have found those methods and extended them, and I shall here bring you something of the natural history of play—and recreation—as a main means of developing this most important phase of education.

Play is a natural function. There is, I suppose, no such thing as an "instinct of play"; but there is a *play of instincts.* That is, nature plays at life, before she begins to work. Among other things, play is preparation for effective living. It is more than that, but it *is* that—or it would be—if our play and our games had any natural relationship to the forms of activity that fill our adult years.

Because adult living is different from the ways of childhood, play, which must begin with infancy and carry through to adulthood, must go through several transformations on the way. I shall consider several such transformations.

PLAY begins in infancy, of course. At first it is purely physical, the overflow activities of an overstimulated organism. But in the second or third year, play begins to assume the form which the psychologists call "gregarious." Two or three little girls will be playing with their dolls when two or three or four years old. They like to play in the same room, or in adjoining rooms; but they do not like to play together. They like to visit each other, and compare establishments, and in a way, size each other up, but they do not know how to organize a common activity. They merely make approaches to each other.

Those approaches will lead, after some years—say at seven or eight—to the beginnings of what psychologists call "group" play. A "group" game is the first genuinely cooperative enterprise of the child. Group games are played by two groups. A famous illustration from former times is the old game of "Prisoner's Base." In this game, the groups may be of any size, from two or three on a side to a dozen or even fifteen. Two is scarcely a group, and fifteen is probably more than a group: it is usually a mob. In the game itself, each person plays with all his might. The harder he plays, the more daring his exploits, the more chance his side has of winning. That is to say, in the group game, the individual child has the chance to *display* and to *discover,* both to himself and to his companions, whatever strength, skill, speed, promise or hope he may have. At every stage of the game he is saying, to himself and the world: "This is I; this is what I can do; this is what I can contribute to the success of this event!" Of course, such speech is utterly wholesome, because it is unspoken and unconscious. What its final effect will be will depend, of course, on the way in which the group uses the speaker.

Such group play or group games organize in specific ways the nervous systems of those sharing them. Skill in certain directions emerges. Certain types of emotion are released and nurtured. A group experience of this sort is or may be wholesome and educative in a high degree.

But youth needs more than such experiences alone. Youth needs other types of organization, other forms of skill, other phases of emotion. After the group, the team; after the group game, the team play. A team differs from a group in many ways: it is always a

definite number of players, and each player fills a specific position. He does not play everywhere; he plays his own position. He does not play as hard as he can play; he plays what the position calls for. He does not exploit his strength; he subordinates himself to the success of the team. Baseball, at its best, is an excellent illustration of the best in team games; and the sacrifice hit, in which the batter is put out in order to advance a team mate, is the best illustration of the significance of membership on a team. No matter what happens to the member, the team must win!

SO far, so good! So far, team members become thoroughly socialized persons. But it seems likely that no one can become a good team member who has not had real experiences in gregarious play and in group play, especially the latter. No one can be a good member of a team who has never had a thorough experience as a member of a group! And more than that, it is probably immoral to try to make a good team member out of one who has had no such adequate group experience. In so far, then, as the modern world has given up its group play by reason of its absorption in team games, we have probably at the same time destroyed some of our moral capacity!

But, there are other things to be said about teams. For example, a team is a normal, natural, and vital expression of social use. The member of the team subordinates himself to the good of the whole; but he expects, and he has the right to expect, the team to play fair with him. He subordinates himself to the good of the whole, in order that out of that wholeness something of greater good may come not merely to the team, but to himself, also. In modern athletics, as a matter of fact, the *team* is gone. A football "team" is not a real team today. Nothing much remains but an efficient machine, with replaceable parts, and with the coach acting in the capacity of expert mechanician and operator.

One consequence of this degradation of the psychology of the team is seen in the use which many men of business make today of the word *team*. They talk much about "team-work," and they call upon younger men to "play the game." For the most part they have no proper conception of the meaning of the word "team." They mean, in general, a group of men, most of them younger men, who will be willingly subordinated to themselves, or to some powerful older man. That is to say, their concept does not come from the wholesome areas of real team play. The way in which political and industrial leaders use the words "team" and "game" to justify their performances and to whip others into line shows at once both the enormous hold of play and recreational forms and ideologies over all of us and the depths to which much of our recreational life has been sunk. Personally, I play no game which is dictated from the sidelines. But I am accused of not "playing the game."

The further fact is that the true team concept has been largely lost from our social life. After all, of course, the use of team play is temporary, just as is that of the group play. To continue to play group games after the age of fifteen is to arrest development. Young men and young women need to learn to play in teams. They need the disciplines and subordinations of the *true team*. Not to get them is to remain forever adolescent. To get them is to take the next large step in the direction of maturity.

But to remain a member of a team too long is also to suffer a similar arrest. Team play is not the end of existence. It is the best fun in the world, when it is real team play, between, say, seventeen and twenty-four or five. But certainly by the time one is twenty-five he should have graduated into some real individuality. He has had the types of experiences that should have made him a socially valuable *individual*. He has become a member of a social group through his gregarious and group play, and has learned something of what he can actually do in *competition* with his fellows. He has had real experience of team play, and has learned what he can do in *cooperation* with his fellows. He is both social and individual—and that, I assume, is what we need in America, these days. We must, somehow, rescue the word "team" and the vital experience of "team play" from the commercial exploiters and the political and industrial magnates, and give them both back to the educators, where they can be of genuine use in the educational reforms that we so sadly need in all our organized institutions of alleged learning.

BUT this is not enough. The modern world has found modes of living different from those of the past: life in cities, life in great masses, life far removed from any contact with nature, sedentary life, life in which the *operation,* erroneously called "the game" by the players, may mean life or death for thousands or millions, at the drop of a hat. We recently—say fourteen years ago—had the spectacle of a great game played by teams each containing about four million men. Young men went into that game much as they had gone into a football game a year or two before. They "played the game," not knowing what the game was. They had no part in making that game or the rules of that game. "Theirs not to make reply.—Theirs not to reason why. —Theirs but to do and die!" There is more than enough of this sort of thing in our present athletic and recreational regime. Such results are not to be called social. To get another ten million young men ready to die in war is *no part* of any intelligent present educational program. If the modern world is to be an armed camp, under military rule, with the masses of men and women blindly obeying rules they do not understand and may not question, then the general direction of our present athletic and recreational programs may be justified. But let no one seek to justify this procedure by claiming that it produces that courageous *individuality* which was once the proud boast of America, and which a real education should be producing these days. If the world is to be a free society, with the nations of free peoples living together in some degree of sanity and comity, and enjoying the co-operations of an intelligently ordered universe, then much of our current educational program, including much of our present

*(Continued on page 56)*

# Objectives of Individual Physical Education for College Men

By

HARLAN G. METCALF

*Assistant Professor of Physical Education*
*Ohio State University*

RECENTLY an examination in archery was given to a class of Freshmen at the University. One of the questions was: List some of the precautions one should observe while participating in archery. One freshman listed the following precaution: "Don't aim at nothing, you might hit something." Although the freshman's remarks are somewhat confusing to follow, a real truth is suggested. Whether the arrow is aimed at something or not, if it is loosed, it *will* hit *something;* the heart of an oak, an unsuspecting field mouse perhaps, a stick, a stone, an innocent bystander (if proper precautions are not used), or quite possibly the mark or target, especially if an archer were aiming at it. Henry Van Dyke once said:

> "Life is an *arrow;* therefore, we must know *what mark* to aim at, how to bend the bow, then draw it to its head, and let it go."

What one hits is important; therefore, one must determine his mark, his goal, his objective. Now there are many programs of physical education being carried out over the country today, and all these programs, whether we like it or not, are striking somewhere and are having certain effects on those coming in contact with the programs. These effects are important. They may be desirable or they may be undesirable. If we want the effects of a program to be of a desirable character, we must first be able to state what we are after in the form of definite objectives, and then the proper kind of program under proper leadership will enable us to realize those objectives.

We certainly ought to know what we are shooting at. This is an age of stating objectives, and of measuring results in *terms* of *objectives.*

The author has chosen the term "Individual Physical Education" to distinguish the type of program he has in mind, and he hopes that as the discussion of objectives goes on, the reason for the term will appear self-evident. Other closely related programs of the past have been designated as programs of Orthopedic Gymnastics, Medical Gymnastics, Corrective Gymnastics, Therapeutic Gymnastics, and Individual Gymnastics. These do not fill the bill. Individual Gymnastics comes close. Special adaptation of activities to meet individual needs is our program, and this is the meaning the author would like to associate with the term Individual Physical Education.

The general aim of the Individual Physical Education program for men in a university is to develop and carry on activities specifically adapted to the needs of physically handicapped individuals who are temporarily or permanently unable to carry on with benefit the regular required courses in physical education. A list of defects of such individuals typical of all large university sections of Individual Physical Education follows:

> Postural deformities including foot deviations, hernia, kidney conditions, functional and organic heart conditions, malnutrition (including overweight and underweight), infantile paralysis, amputations and other permanent injuries, convalescent accident cases, post-operative cases, weak joints, stiff joints, sacro-iliac strain, T. B. joints, nervous and digestive disturbances, glandular disturbances, and general run down condition and excessive fatigue.

In gist we take these individuals as they are with reference to what they may become with our help. There is a very definite need and place for such work in the colleges and universities for men at the present time. Even though effective Individual Physical Education in the elementary schools and high schools will make unnecessary much of our present work in the colleges yet, until the world is free from the ravages of such crippling diseases as Infantile Paralysis and from accidents, there will probably always be a need for such a program in the colleges.

Some say that tests should be devised to eliminate such handicapped individuals from pursuing a college education. Such action, however, is not in accord with democracy. Furthermore, an educated individual, though handicapped physically, is less of a burden to himself and to the state than one without education. Again, once having accepted a physically handicapped individual in a college or university, it would seem the duty of the administration to see that his physical and mental welfare receives as much attention as does that of his more fortunate classmate. Will we say, "It's just too bad, but there's nothing the Physical Education Department can do for you," and then excuse the very man who needs physical education most, or will we welcome an opportunity to make the life of a physically handicapped individual richer and fuller, and help him to make successful adjustments to a cold world? Surely this is more worthwhile than to produce a star athlete.

## More Specific Objectives

The following more specific objectives are no better than your own might be. They simply represent the objectives the author set up for his work at the Ohio State University. They are classified under the following heads: Individual Contacts, Causation, Prevention, Correction, Construction, Protection, Education, and Cooperation.

### *Individual Contacts*

All contacts between instructor and student should be made as direct, personal, and individual, as time and circumstance permit, even though students meet in groups for much of the activity program.

Furthermore, it should be recognized that each man is a separate distinct personality with individual needs. This personality should be respected. The instructor should seek to gain the student's confidence increasingly, and to help the student feel that he is free to come with personal problems at any time knowing he will receive sincere and cheerful attention.

### *Causation*

In every case if possible the cause of the particular handicap of the individual should first be determined. This information may be obtained through personal conferences with the student, by contacts with the university physician, through the cooperation of a leading orthopedic surgeon, and through the cooperation of the Student Health Service if you have it. One of the very good aids Professor Stafford of Illinois uses in determining the causes of conditions is a sheet of questions concerning personal hygiene which he passes out to each individual. This questionnaire of Professor Stafford's is very skillfully compiled and is called "The Personal Health Scale."*

### *Prevention*

Prevention is of course one of the main health objectives of physical education but it also has an important place in the Individual phase, e.g.—

To prevent weak feet from becoming flat and painful.

To prevent spinal curves from becoming more exaggerated.

To prevent the overcontraction of hypertonic muscles when their antagonists have become paralyzed by poliomyelitis, or injured in some other way.

To prevent postural deviations by strengthening the abdominal muscles and the muscles between the shoulder blades.

To prevent the development of adhesions after appendectomy and to prevent other difficulties too numerous to mention.

### *Correction*

As physical educators primarily, we can legitimately look upon correction as an objective of very limited scope. Correction is the sphere of the orthopedic surgeon and the medical man, and physical educators probably should have little to do with it other than to recognize the abnormality and to see that it is brought to the attention of the expert who can best handle it. There are few types of defects which the directors of individual physical education can advantageously handle. These are:

Correction of painful arches.

Correction of functional postural defects. (If cause has been determined and eliminated.)

Improvement of visceroptosis cases and some inguinal hernia cases which can be effected by specific exercises.

These conditions with a few others, however, are about all for which physical education should be concerned from the standpoint of correction.

*"Personal Health Scale," by George T. Stafford, Univ. of Illinois, Dept. of Physical Welfare, Urbana, Illinois, 1929.

### *Construction*

Under this head might be listed such objectives as:

To re-educate muscles after accidents in which bones have been broken, or muscles cut, or crushed.

To condition gradually the tissues of post-operative cases, and prevent development of adhesions.

To adapt activities to needs of convalescent individuals not yet strong enough to go on with the regular required physical education courses.

### *Protection*

The physical educator should protect by observation, supervision, and limitation of activities, cardiac cases, hernia cases, thyroid cases, many joint injuries, and cases of crippling deformity. He should give protection and a specifically adapted program for students temporarily disabled (accident, sprain, convalescent, etc.) for whom the regular courses in physical education would be detrimental.

Finally, he should offer protection for individuals whose condition requires medical or surgical treatment for correction until the feasible time arrives for radical treatment.

### *Education*

To the following objectives dealing with the educational aspects of the Individual Physical Education program the author would give particular emphasis:

To develop in all the students an intelligent understanding of their present defects, the causes of these defects, and the reasons for the particular activities prescribed.

To develop in the individual the kinaesthetic sense and habit of correct body mechanics which will contribute to his greatest efficiency.

To arouse sufficient interest in the students so that they will carry on the prescribed activities beyond the classroom.

To bring as many of the students as possible, and as soon as possible, to that standard of physical efficiency whereby they may return to the regular required courses of physical education.

To substitute, whenever possible, game and sport activities in place of more artificial calisthenic exercises (provided they are found equally valuable by kinesiological and physiological analysis), thereby capitalizing interest and increasing the carry-over value.

To invent games (where they are lacking) physiologically and kinesiologically sound from the standpoint of individual needs.

To find and teach to each handicapped individual one or more sports safely applicable to his specific condition. This should be a sport in which he can participate with great benefit throughout his entire life, and a means of counteracting the inferiority complex which tends to be prevalent in those physically defective.

To help each handicapped individual better to adapt himself to life conditions in and out of school.

If it is considered a worthy objective in physical education to teach sports that the student can use after college days and all through life, how much more important it is to give the physically handicapped individual a few sports that will make his life richer and happier while it lasts. Much time should be devoted to teaching such sports as archery, archery golf, horseshoe pitching, swimming, fly casting, volley ball, deck tennis, hiking, golf, and other activities, available or to be invented, adapted to individual needs in each case.

Until further scientific research has been made in

*(Concluded on page 60)*

# A Weighing and Measuring Program

## — An Evaluation of Its Educational Worth

By

HELEN M. BARTON

*Department of Physical Education for Women, State Teachers College, Clarion, Pa.*

IT is true that in many schools a "weighing and measuring" program has been carried on, either by the room teacher or by the physical education teacher or nurse. The routine weighing and measuring of the child at stated intervals as suggested in the manual has usually been rigorously followed, the results have been transferred to the wall chart, and the deed considered done until the next allotted period. However, the vital use of this knowledge in the daily class room activities has been quite neglected and hence the real value of the entire program has been almost completely lost.

The educational values of the weighing and measuring program may be profitably studied in relation to the teacher (that is what it will mean to her and her planning of the school work), likewise what it will mean to the child as interpreted by the teacher, and also what it may mean to the parent. Professor Meyers of the University of Ohio has mentioned that in some cases it was impossible to carry on the program because in so doing the class discipline went to pieces. Where, however, the right approach to the child is found, where there are interests present, disciplinary troubles are at a minimum. It is not probable that a teacher who herself fully realizes the advantages of the weighing and measuring program and who then holds the right attitude toward it will have much difficulty in finding common interests with her class and thus obliterating disturbances in discipline.

What is the "right attitude" on the part of the teacher in which we are to put such implicit faith? It may be said to come from an enlightened idea of just what is trying to be accomplished through the program. The teacher who considers the periodic weighing and measuring of the children only an inconvenience in her regular schedule of arithmetic, reading, and geography, will have to reconstruct her viewpoint. The child must be considered as a person with potentialities in his mental, physical, and social make-up which may be enhanced or depreciated according to environmental and other conditions; and the weighing and measuring program should be looked upon as a gauge whereby the state of qualities may be assayed. When the child weighs and measures up to standard, then the teacher may reasonably think that this child can undertake his allotted school work-load without harm. If on the other hand she has been expecting a like amount of work from another child who does not measure up to the accepted standard, then it is her task to use the proffered key and try to find out where the difficulty lies. The problem child who may have wrecked the class discipline (as Prof. Meyers tells about) may be shown to be just the one to whom the weighing and measuring program may be beneficial. He may show cause for his contagious restlessness, signs which may have been inadvertently overlooked before the realities of his condition were driven home to the teacher by the percentage deviation from the normal brought out in the height and weight measurements.

Merely being aware of this information is not, however, sufficient; the teacher must put it to use. At this point many teachers fail to forward the educational values of the program. Reasons for the under or over weight conditions of the child are not examined. The teacher does not analyze the habits and life of the child to note wherein he may make improvements that will affect not only his physical being but his school work as well. Causes of the loss of weight may be due to various things such as temporary illness, chronic poison in the system from diseased tonsils, malnutrition, or rapid periods of growth in height; while over weight may be due to poor food habits or lack of regularity. Seasonal changes of weight should not be overlooked; nor also the fact that family types or racial and national characteristics often cause the child to vary from the prescribed figure. Conclusions are not to be jumped at. For example, because a child from a family in good social circumstances shows a decided gain in weight after a summer vacation in the country, the teacher should not hastily conclude that all children will gain in the summer. Such a premise will be quite broken down in an industrial community where the exact opposite is more likely to be found true because the child has been put to work during the summer months. It remains for the teacher then, to evaluate the results brought to her attention by the program if they are to be of positive use to her.

THERE is apt to be an inclination on the part of some to over emphasize the findings in the weighing and measuring programs, and to give out erroneous impressions as to just what the variations from the normal may indicate. Because a child is found to be under weight the simultaneous conclusion that he is undernourished is not always true. The ideal weight according to height and age for all types and nationalities is a difficult standard to set, but the Woodbury tables for the pre-school child and the Baldwin-Wood tables for the child over six are about the best available at present. Even though they do not make allowance for the above

variations, they do nevertheless, erect a possible standard which will allow for a rough estimate of the general nutritional status and which will afford, with other checks, a chance for the teacher to classify her children for apportionment of their work. A temporary re-adjustment of a child's school program along with a more scientific examination by the nurse or school doctor will in many cases bring astonishing results. For example the child who is overburdened with his school work and can not carry his load may not be lazy; he may be suffering from the result of bad hygiene at home. Faulty living may bring physical and mental fatigue and an underweight condition. Before the weighing and measuring program was put into effect, the teacher may have realized that there was something wrong with the child but she did not as yet have the incentive to open an investigation.

The interesting experiments which have been carried on by Margaret Cobb may be used here as an illustration of this point. Toxins from diseased tonsils absorbed by the system bring about undesirable conditions which are noticeable in the child in various ways, sometimes in a loss of weight because of this chronic condition. If such difficulties may be noted through a weighing and measuring program and properly taken care of, the child will show a marked improvement in his physical, mental and social aspects of school and home life.[1] Even if there were but one or two such cases reached, the program would have justified itself; but there are other defects that it brings to light which likewise prove its educational worth.

THUS far the weighing and measuring program has been dealt with from the point of view of teacher-values. Recognition of its benefits are entirely necessary before the teacher can attempt to instill in the child better conceptions of right attitudes or to create opportunities for the practice of improved health habits. Little interest will be shown by the child in his gains or losses if he does not have an intelligent background furnished him by which he may interpret the true meanings of his fluctuations. The ratio between consistently normal gains in height and weight and right habits of living will remain almost unobserved by him unless there are some concrete methods used to direct his attention in that course. The child will be unable to "conserve and improve"[2] his own health if he does not understand the basic principles that are the foundation of this constructive process. Of recent years a hygiene or physiology course in the upper grades has been used as the means of attacking this problem of how to place before the child the desirability of good habits and right attitudes. This form of instruction has been recognized as practically a failure: the teachers were usually poorly equipped to interpret such scientific studies; their concern was mainly stimulated by state laws requiring the incorporation of the subject in the curriculum; there was the negative emphasis on disease rather than the positive attention to health; and the sound psychology of teaching advanced anatomical and physiological facts to immature children was lacking.[3]

[1] Ross, "Your Adenoids and Tonsils."
[2] Report of the Joint Committee, p. 7.
[3] Lectures in Education 124 by Dr. Wood.

The weighing and measuring program affords a chance for the teacher to awaken in the child a normal earnestness in the study of attributes which will insure him ample vitality for his social and personal activities. In other words such a program supplies the occasion for the expansion of the whole field of Health Education. From the weighing and measuring program itself the interest may overflow to almost all studies of the classroom; for example, the arithmetic project which has been carried out in the higher grades of some schools, where the children weigh and measure the younger ones and make the necessary calculations for percentage deviations from the table weight. Or, when the pupil realizes that his loss of weight and vitality may have been caused by poor milk or food supplies, he has before him in a nut-shell the problems of civic and community hygiene in relation to personal health.

COMMON sense interpretations of the results of the child's monthly participation in the program are of definite interest to the parent. If November's weight figures point to a normal gain over those of the preceding month, then the parents are pleased; and, if a loss is shown, they are usually anxious to do their share in aiding the child to regain the normal weight for his height and age. Here lies a common ground between the school and the home. While care should be taken by the teacher lest the child and parent over estimate the showing of the weighing and measuring program as a health index, nevertheless the group classification it makes possible gives mutual material for parent-teacher interests. If the child is within his normal zone, then the parent is to be congratulated upon his encouragement of proper health habits and attitudes which will later influence the child's happiness in the social and business or professional world. On the other hand, if the program intimates that the child's habits, attitudes, and knowledge are such that he is not able to enjoy life at par, then cooperation between home and school authorities should most certainly be undertaken in the effort to surround him with suitable opportunities for the building up of new and sound health habits and attitudes with a simultaneous deprecation of the old and unprofitable ones. No matter what the social status or nationality of the parent may be, this natural interest in his child may always be appealed to advantageously.

The educational values of the weighing and measuring program may appear to have been too highly rated, but experiments such as the one carried on in the Horace Mann school in New York or those in the Detroit public schools bear out the statements made regarding its possibilities. Much of the responsibility for its success, however, rests upon the accommodation of the teacher in thought and action to the fundamental principles of Health Education, of which the weighing and measuring program is an important part. Open-mindedness and good judgment on her part are requisite before estimable results are to be found reflected in child or parental attitudes.

The technical or mechanical side of the program has been purposely left untouched until this time, as it

seems most essential that the teacher grasp the important educational values before endeavoring to place them in operation. In other words she is entitled to know "why" she is expected to spend the time of the children and of herself in seemingly wasteful detail, and when she recognizes the mechanics as a means to an end, the means then become self-explanatory.

Accuracy in the use of the scales and stadiometer, or the substitute for the latter, is indeed necessary, as any carelessness will throw out the calculations and give results which wrongly classify the child. In order that there may be a certain amount of standardization to the process there are various points which the teacher should bear in mind for the best results. Each teacher should work out her own methods of getting the children to the apparatus and the arrangement of the pieces. Before anything is done with the children, the apparatus should be tested. The scales should be inspected to see if they are in perfect balance, and if not, the proper adjustment should be made; and also the stadiometer, when used, should be looked over to see that the end of the stick is well into its socket. To test the balance of the scales, the weights are pushed to the zero mark, and the arm is noted to see if it comes to rest in the center. If it does not, the large screw at the left of the weights may be turned carefully until the right adjustment is made. Sometimes it is suggested that after the scales have been put in balance, the person weigh himself, providing he knows his own recent weight, to see that everything checks. This last step is not necessary when the same scales are being used all the time, but is a precaution if strange ones are to be the basis of the calculations. Many times the height bar is attached to the scales, but when it is not and no stadiometer is used, the majority of opinions favor a tape measure fastened to the wall beginning at a height of three feet. Recent studies in this direction may bring forth improvements on this point, but just now the tape appears to be the best solution when specific apparatus is not available. If possible, the scales should be placed level upon the floor and then left in this position for all classes, as moving them about tends to disarrange their mechanism. One pair of scales will nicely accommodate a weighing and measuring program for a fairly large school, although in a small system portable scales have been successfully used when the expense of more than one pair would have hampered the program.

With these mechanical details attended to, the teacher is ready to turn her attention to the children. They should be asked to remove their shoes, since the table weights given in most cases make this provision, and also to take off heavy coats or sweaters and to remove heavy things from their pockets. It is suggested that the weighing take place at approximately the same time of the day to avoid any unnecessary variations because of more or less eating and drinking. When the children step on the platform of the scale they should be taught to stand still and this will be encouraged if the other children are at a safe distance away from the one who is being weighed. This removes the temptation for someone to place a foot on the scale while another is on it, and also avoids distraction of the person on the platform. Weigh to the nearest quarter of a pound, and take the height to the nearest quarter of an inch. When the child is to have his height measured, he should be instructed to stand with his heels back against the wall or bar (preferably a wall without a baseboard) and his hips and head likewise in contact. If he is told to look straight ahead, this will bring his head up to the normal position better than when he is advised "head up" as the latter command is apt to lead to a tipping backward of the head which will make a difference in measurements. "Stand tall" is a hint which causes the child to stretch his full capacity and yet keep his heels on the floor. The height need not be taken every time the weighing is done (which should be once a month) unless a child is under observation, but at least every three months the stadiometer should be used. As a result of the program which has been carried out in the Horace Mann school (New York City) the following suggestions have also been found valuable: allow enough time for each child so that accuracy will not be neglected; try to carry on the program at some time other than the physical education period or many of the values will be lost; allow the child to participate in the discipline of the lines in the role of captain, for example, and the sense of group responsibility will seem to rest more upon his shoulders.

IF the teacher has certain health knowledge to impart to the child while he is being weighed or measured, it is an excellent time to bring these facts to his attention if his condition warrants it. One must, however, never lose sight of the idea that this program is of best use when placed in conjunction with other findings or observations and is not finality in itself. After the teacher has done the weighing and measuring a time or two she will become quite adept and things will move along more smoothly than the first time. The children will also have a better understanding of what is wanted of them and how it is to be done. There is one more point in regard to the handling of the scale: the person who is weighing must be careful in his reading of the figures and see they are read on the proper side after the weight has been placed in its groove.

Keeping the records of the results is very important and they should be made accessible to both teacher and child. The wall charts obtained from the American Child Health Organization are at present as satisfactory as any for general use, although special cards are frequently used for parents and teachers. These charts demand certain calculations in order that the child may be classified, but with the age, height, weight and sex data at hand they are comparatively simple. To find the child's age the following example will demonstrate the process—

Born August 22, 1914 (August is the 8th mo.)
Present date April 29, 1927. (April is the 4th mo.)

| | | | |
|---|---|---|---|
| 4 | —1927 | (6) | (16) |
| 8 | —1914 | 1927 | 4 |
| 8 mo.— | 12 yrs. | 1914 | 8 |
| | | 12 | 8 |

Take one from the years= 12 mo. (4+12=16).

*(Concluded on page 49)*

# What Seattle is Doing for Swimming

## —And How It Is Doing It

By

JOHN A. TORNEY, JR.
*Department of Physical Education, University of Washington*

THE enthronement of swimming as one of the most valuable of physical activities, by the studies of Dr. H. A. Scott at the University of Oregon and W. R. LaPorte of the University of Southern California causes one to take inventory of its accorded evaluation in his own community or institution.

In the city of Seattle, swimming has grown to such proportions that it furnishes excellent support for the reliability of the above findings. The public schools do nothing for swimming, but the Seattle Park Department has stepped in to carry the burden for the former institution, and under its supervision, 3,000 boys and girls yearly are taught to swim. Now in its eleventh year, this aquatic school is estimated to have between 25,000 and 30,000 graduates.

GIRLS' JUNIOR LIFE SAVING CHAMPIONS

BOYS' JUNIOR LIFE SAVING CHAMPIONS

Few American cities have as great a water frontage favorable to swimming as has Seattle. With four lakes within its limits and with miles of salt water frontage, it offers marvellous opportunity for water sports. On these lakes the Park Department maintains seven bathing beaches during the summer months, and on Puget Sound, three. A mild climate, abundant water, the natural appeal of swimming as an activity—all these make the provision of a free course in swimming a contribution to meet a real need.

Added to these ideal conditions, swimming in Seattle received a further impetus, given by Helene Madison's sensational rise to fame. Miss Madison was taught to dive and to swim the crawl stroke at the bathing beach nearest her home and was for three years a high point winner in the annual all-city swim carnival held under the auspices of the Park Department.

Previous to the 1930 season, two men have composed the teaching staff; Mr. Walter Reesberg and an assistant who took charge at two of the salt water beaches. A consistently increasing enrollment made necessary the appointment of an additional assistant to serve as an instructor at the bigger beaches and to administrate junior and senior courses in American Red Cross Life Saving methods.

The project has been backed from the first by the Seattle *Post Intelligencer*, and from this source comes the necessary publicity to keep the children and their parents informed throughout the summer, as well as to advertise the classes to those unfamiliar with them.

A statement that an enrollment of as many as 7,000 boys and girls must be given instruction by one man and his two part-time assistants makes one question, "How?" The method used is simple, modern and educationally sound.

The general plan is: theory and explanation, demonstration and practice. At each beach a certain definite space is set aside for instruction on the proper days and here, on the shore, the children gather at the scheduled time. Boys classes are scheduled for the first hour and a quarter and the girls for a similar length of time immediately following. Then, as the would-be swimmers sit in a semi-circle surrounded by parents, the instructor introduces the day's lesson with a short talk.

This talk, earlier in the season, explains to the listeners the simple facts about swimming. It may, for example, include the statement that the human body floats just as wood does and that it only requires motion FORWARD to learn to swim. Then follows a demonstration of the dead man's float, in which the demonstrator falls forward on his face in the water and floats in to shore.

The progression of strokes in these classes is from dog paddle to crawl stroke to back crawl to side stroke. The next step then, in this introductory lecture, is to demonstrate the dog paddle kick. This, in turn, is followed by explanation and demonstration of the arm movement.

Next comes practice. The first class, selected as to age and previous experience, lines up in front of the instructor, grasps hands and wades out into the water. The reason for the hand in hand procedure is organiza-

READY! DEAD MAN'S FLOAT!
***A line like this may number from 20 to 60 beginners***

tion. It also serves to make each one in the chain his brother's guardian, thereby minimizing the danger which is unavoidably present due to the fact that a single class may include as many as seventy pupils. The ideal number is thirty.

The class then faces about, ducks TOGETHER and immediately performs a dead man's float TOGETHER. Only a very few out of the entire group, after three or four trials, fail to master this step satisfactorily. They are all reminded that they have already *learned something,* and that they have found that they can stay on top of the water. This realization of success provides motivation for the next step.

The group lines up in shallow water with hands on the bottom and feet extended behind. The kick is explained briefly and as all try it together each one is criticized and assisted. Immediately then, all wade out, face about and perform a dead man's float with feet kicking. A few trials completes the first lesson.

This procedure is then repeated with several classes of boys and several classes of girls. Each class is complimented on the day's achievements, reminded of the day and hour of the next lesson, and counseled to practice everything that has been taught to them that day. The lectures which precede the later lessons place emphasis on the identity of the crawl, dog paddle, and back crawl kicks, and the similarity of the arm movement in the dog paddle, crawl stroke, back crawl and side stroke.

MISS HELENE MADISON
*Renowned swimmer, a product of Seattle's beaches*

As proficiency is gained by some in the dog paddle, they are given the opportunity to win a dog paddle emblem by swimming a distance of forty feet. This emblem is of green felt and is to be sewn on the bathing suit.

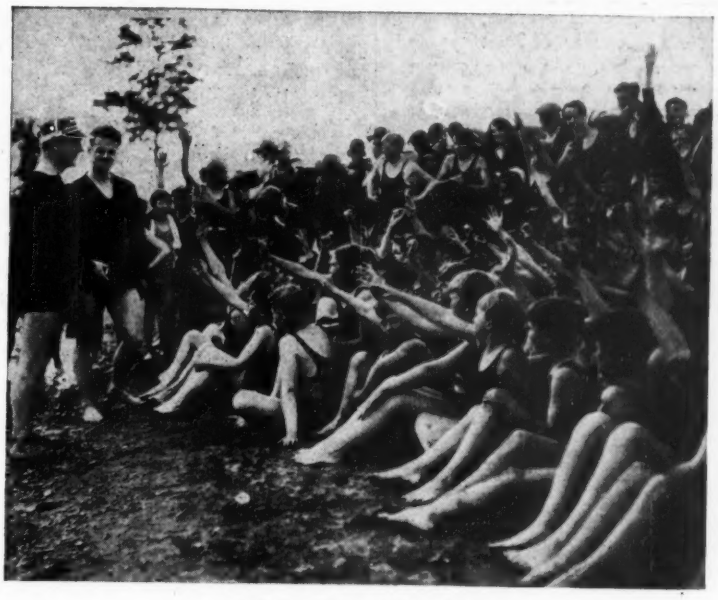
Those swimmers who succeed in passing this test are graduated into the advanced class where they with others who have passed the dog paddle the previous year, are taught the crawl, the back crawl, and the side stroke. Opportunity is given these students to pass the test for the crawl stroke emblem. The ability to swim the three advanced strokes in good form is the requirement for this award.

A natural question arising out of the preceding description is, "How is it possible to teach such large groups? Are the results sufficiently positive to justify it? Would not individual instruction be the better method?"

Although it is true that individual instruction is almost an impossibility, nevertheless it is possible to approach an approximation of it through the use of demonstrators and assistants who are honor graduates of the class. Moreover, the social effect of taking lessons in a group seems to produce results as effectively as does individual instruction! The force of social approval and disapproval and the feeling that "everybody is doing it" constitute an urge that will not be denied.

The season's instruction is culminated with an All-City Swim Carnival at which picked swimmers from all

beaches vie for individual and team championships. The Helene Madison Cup was presented to the winning team by Miss Madison. The events included dead man's float, dog paddle, side stroke, crawl, back crawl, underwater for distance, and relays. The feature event was a fifty yard crawl stroke race for girls of eleven years, and for boys of the same age. When the last race was over, awards were presented to the winners and arrangements were made for the presentation of certificates to those swimmers who had passed the tests in the classes.



A GROUP OF SWIMMERS

*The instructor is testing knowledge of group before entering the water*

The interest in this event is remarkable. It is the premier subject for discussion at all beaches for weeks before the day of the contest. Mothers and dads train their kiddies and the entire surrounding community is drawn into the coming event. Beach managers become imbued with the thrill of it and hold daily swimming turnouts for prospective members of their team. Consequently, it is a gala day when some 600 boys and girls—the best from all the city—congregate at Madrona to test their powers, and hundreds of people line the shores to see it.

In addition to these regular swimming classes, this year has seen an innovation in the Seattle swimming program. For the first time, the Park Department has employed a man to teach American Red Cross Life Saving methods and to recommend emblems for those who prove sufficiently proficient to merit them. This program offers instruction to juniors at four of the beaches twice a week. Senior instruction was given at three of the beaches once a week. This year there have been 486 juniors enrolled and of these, 92 were granted the right to wear the American Red Cross Junior Life Saving emblem.

The course for juniors was climaxed by a junior Red Cross Life Saving pentathlon, in which the junior girl life-saving champion and the junior boy life-saving champion were crowned. Medals and certificates were awarded to the winners.

This is the contribution of the beach division of the Seattle Park Department to the physical education of boys and girls of that city. Although the water activities have proven so attractive that they have decreased the attendance at the playfields, nevertheless the total number of children that have taken part in the organized summer recreational activities has been much greater than ever before.

This experience of Seattle's park department only goes to prove that swimming is fast becoming one of the most popular activities of a public recreational system.

FIRST LESSON OF THE YEAR

*Closeup of part of line entering water together*

*The Journal of* **HEALTH *and* PHYSICAL EDUCATION**

Published by the
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at Ann Arbor, Michigan

E. D. MITCHELL, EDITOR

Contributing Editors

Mr. George B. Affleck
Miss Ethel M. Bowers
A. D. Browne, M.D.
John Brown, Jr., M.D.
William Burdick, M.D.
Miss Rosalind Cassidy
Mr. Frederick W. Cozens
Percy M. Dawson, M.D.
Miss Ruth Evans
Miss Mary E. Gross
Mr. Strong Hinman
Allen G. Ireland, M.D.
Charles H. Keene, M.D.
C. H. McCloy
Miss Ethel Perrin
Mr. Lory Prentiss
Dudley B. Reed, M.D.
Frederick Rand Rogers, Ph.D.
Mr. James Edward Rogers
Miss Mazie Scanlan
Mr. Carl L. Schrader
Mr. Louis C. Schroeder
George T. Stafford, M.D.
Mr. Randall D. Warden
A. P. Way, M.D.
Jesse F. Williams, M.D.

Vol. I NOVEMBER, 1930 No. 9

**Health and Physical Education**

WHEN one studies the background of the Physical Education movement of today, he can clearly see why the administrative problem looms up so prominently. He will find that the very important movement of today is the culmination of several minor movements which grew up almost independently of each other. School Hygiene, Health Instruction, Health Service, Formal Gymnastic Systems, Interscholastic Athletics, Intramural Athletics, Community Play and Recreation—these are the movements in question. On first thought, many schoolmen and tax-payers may be inclined to believe that physical education has grown disproportionately and is being given too much prominence in our school systems; but this suspicion disappears when they are shown that the present large coordinated movement is supporting in itself five or more phases of work that previously called for separate expenditures. The movement naturally assumes magnitude. Apart from the instruction and supervision of health and exercises in connection with the regular school hours, the program must reach out and encompass the afterschool hours of informal and organized sport, the social recreation of adults in evening schools, and the vacation-time activities of children of all ages. In addition, there must be a close tie-up with the Boy and Girl Scouts, the Safety First League, and other juvenile agencies of the community. All this makes the program active the year around.

As yet no satisfactory composite name has been found to suit all the agencies concerned in this merger. Workers in each phase of activity feel that it has objectives and values peculiar to itself and that it, therefore, should be represented in the name of the enlarged department. There has been a tendency, however, to include the various gymnastic, athletic, and recreational interests under the title "Physical Education"; and to group all the other phases under "Health." Consequently, using these terms in the all-inclusive sense, the title "Health and Physical Education" is coming to be used most by administrators of state and city systems and of colleges and universities. It is the title that the Federal Bureau of Education and the National Education Association accept. The Sixth Yearbook of the Superintendents also uses this title.

A full realization of the many phases of activity included in the Health and Physical Education program makes apparent the need for a strong administrative control. Some states and some cities consider this responsibility second only to that of the superintendent of schools; some even go so far as to title the individual entrusted with this work "Assistant Superintendent of Schools." Attractive salaries, commensurate with this responsibility, are now inducing many men and women to undergo the long practical experience and the added graduate training needed for competent handling of this work. The general trend is toward the Ph. D. rather than the medical degree. There are a few men possessing both the medical and the school administrator's point of view, but this is rare; and where a choice is to be made, the administrative knowledge of school problems is to be preferred. Everywhere the trend—a desirable one—is to consider Health and Physical Education a part of general education, rather than as an isolated department.

Ambitious young men and women can now look to this field of educational endeavor as offering a promising, well paid, and interesting future.

**White House Conference**

THE attention of our readers is called to two addresses at the White House Conference on Child Health and Protection which will be broadcast nationally. President Herbert Hoover will address the Conference at 9:00 P. M., November 19. At 12:45 P. M., November 22, Secretary Ray Lyman Wilbur, Chairman of the Conference, will sum up the results of the meeting.

## Meetings in New York City, Christmas Holidays

*Monday, December 29*

Hotel Pennsylvania, 34th St. and Seventh Ave.

9:00 A. M.—Joint Meeting. State Directors and College Directors.

2:00 P. M.—Joint Meeting, Student Health Association, College Directors, and State Directors.

4:15 P. M.—Meeting of National Physical Achievement Standards Committee.

8:00 P. M.—Executive Committee of the A. P. E. A.

*Tuesday, December 30*

Hotel Pennsylvania, 34th St. and Seventh Ave.

All Day Meeting of the A. P. E. A.

9:30 A. M.—National Council and Advisory Group Meeting.

12:00 M. —Luncheon, with a "Good Fellowship" Program, $2.00 per plate.

2:00 P. M.—National Council Meeting.

6:30 P. M.—Dinner Meeting of the State Directors.

*Wednesday, December 31*

9:00 A. M.—State Directors, at offices of the National Recreation Association, 315 Fourth Avenue.

9:30 A. M.—Executive Committee, National Section on Women's Athletics, at offices of the National Recreation Association.

2:00 P. M.—Meeting of the National Collegiate Athletic Association.

# Preliminary Report of the Committee on Professional Ethics

By

HARRY A. SCOTT, Ph. D., Chairman
*The Rice Institute, Houston, Texas*

BY publishing the following preliminary report, the committee on Professional Ethics in Health and Physical Education is providing the opportunity for everyone having professional connections with either or both of these fields to share in the formation of a suitable code of ethics to guide professional activities. *Suggestions or criticisms should be addressed to the Chairman of the Committee.*

In formulating this code of ethics the committee has made the following basic assumption:

Persons engaged in the teaching or administration of programs of health or physical education are members of a professional group in that these fields possess the following necessary characteristics of the established professions:

1. The fields are organized; active societies look to the advancement of the fields on a basis of ever-increasing service to humanity.
2. Requirements for professional practice in the fields are continually being up-graded with a view to improving the quality of service.
3. Standard universities and colleges provide definite and systematic courses of instruction in the subject matter of the fields.
4. The remuneration, position in society, and dignity attached to the professional practice of health or physical education are such as to make them desirable fields of work.
5. The fields possess high standards of ethical conduct.

It is this latter item about which the activities of the Committee on Professional Ethics has centered its activities. While it is well understood that teachers of health or physical education in the main follow ethical practices, it is felt that the standards of conduct of the entire professional group would be enhanced if some written code of ethics could be prepared. It is the belief of the committee that a code of professional ethics is nothing more or less than a set of well-established standards of conduct. This code may be written or unwritten, but in every case it must include those acts which experience has shown to be of the greatest value to individual members of the group, and to the growth and advancement of the profession itself. To an honorable and thinking member of a professional group no written code is necessary. The ability to weigh values and to make right decisions in matters of professional conduct constitute no problem to the individual who realizes the results of his acts in the light of their immediate and remote effects upon himself and his profession. Conversely, no selfish individual who regards self higher than his profession will benefit from a code of ethics whether written or unwritten; he will judge his actions solely from their immediate effects upon himself. Obviously professions do not advance in scope and service from the acts of selfish individuals.

It must be recognized that codes of ethics do not come into being by the simple committee act of stating what does or does not constitute acceptable professional conduct. A code of ethics must grow; it must evolve as a concomitant of the profession itself. Hence, such a code is not a matter which may be stated once and for all, and then relegated to the archives of professional history. On the contrary, a code of professional ethics is a dynamic force which moves along with the profession, influencing and being influenced by its sphere of application. The chief value of such a code does not lie in its effect upon the established members of a professional group, but rather in its influence upon those initiates seeking careers in the field, and to the laity in order that they may better understand the actions of members of the profession.

A code of ethics to be of the greatest value to a profession should be stated in writing and be so explicit in nature as to preclude the possibilities of individual interpretation. Hence, no comprehensive code can be expressed in a few general statements. It must be extensive enough to include all of the professional acts which are likely to be engaged in by members of the group. Likewise, this code must be intrinsic to and accepted by the majority of the members of the profession. Aside from their artistic value as wall decorations, codes in general, mottoes and professional oaths, contribute little to professional conduct unless they are meaningful to each member of the group.

In formulating a tentative code of professional ethics for teachers of physical education, it was necessary to search the literature on professional codes and select from them those items of conduct that would apply to physical or health education. Since it seemed desirable to list all professional acts which physical or health educators would be likely to perform it was necessary to call upon members of the professional group to supply these items of ethical importance. Hence several hundred graduate students in health or physical education at Teachers College, Columbia University, were requested to formulate this list of professional items.

The following procedure was used: a list of fifty items was prepared which, in the opinion of the committee, possessed some degree of ethical importance. This list was handed to the above mentioned group with the instructions that they strike out any item which in their opinion possessed no degree of ethical importance, and to add to the list items which should in their opinion be included in a code of professional

## The Committee on Professional Ethics

Mr. Franklin Armstrong, Montclair, N. J.
Prof. Rosalind Cassidy, Mills College
Dr. F. W. Cozens, University of California, Los Angeles.
Miss Christine Dobbins, New York City
Mr. Francis Dougherty, Los Angeles, California
Prof. Henry M. Foster, University of Washington
Miss Vera Gardiner, Chicago, Illinois
Miss Jessie R. Garrison, Montgomery, Alabama
Prof. Granville B. Johnson, University of Denver
Prof. Tucker Jones, College of William and Mary
Dr. A. S. Lamb, McGill University, Canada
Prof. Frank S. Lloyd, New York University
Miss Margaret McKee, Des Moines, Iowa
Mr. Kirk Montague, Norfolk, Va.
Mr. Wm. Moorhead, Harrisburg, Pa.
Mr. Herman Norton, Rochester, N. Y.
Miss Ethel Perrin, American Child Health Assn.
Mr. F. A. Rowe, Cleveland, Ohio
Mr. Carl Schrader, Boston, Mass.
Mr. Amos Alonzo Stagg, University of Chicago
Prof. L. W. St. John, Ohio State University
Mr. Henry Schnelle, New Haven, Conn.
Dr. Lloyd B. Sharp, University of Chicago
Miss Lena Walmsley, Bates College, Lewiston, Me.
Dr. J. F. Williams, Columbia University
Dr. Carl Ziegler, Cincinnati, Ohio
Dr. Harry A. Scott, The Rice Institute—Chairman.

ethics for teachers in their field. For the purposes of this study the word "teacher" applied to all educational levels from the kindergarten through college, and included the athletic coach, the teacher of activities in the field of health or physical education, the classroom teacher of health or physical education, and the administrator of a health or physical education program. Furthermore, the term "physical education" was considered as including the field of athletics.

The graduate students who were requested to evaluate and add to the list of prepared items included high school and college athletic coaches, teachers and administrators of health and physical education programs on all educational levels, and teachers in the theoretical aspects of the field. These individuals held positions in all sections of the country and represented, perhaps, as near a representative sampling of the fields involved as it is possible to obtain.

Replies to the request to evaluate and add to the list of items were received from 351 individuals. In tabulating the results of this procedure any item not included on the evaluation sheet was added to the list. This resulted in the number of items being increased to 68.

The next step in the study was to prepare the new list of 68 approved items. This revised list was again submitted to the group of "teachers" with the following instructions: "Assuming that each item possesses some ethical value, rate in on a scale of 1 to 10, (10 being exceedingly important, and 1 of very little importance) as to the degree in which it should be observed by the teacher of health or physical education." Three hundred and twelve individuals rated the 68 items. The results were then tabulated. In order to give a more complete picture of the relative ethical importance attached to the various items the median (Med.), the 25th ($Q^1$), and the 75th ($Q^3$) percentiles have been computed, thus giving the range of the opinions of the middle 50 per cent of those rating each item.

In interpreting the results of the study an item which shows a relatively great difference between the scores of the 25th and the 75th percentiles represents a wide variation in the opinions of those who rated the item as to its ethical value. On the other hand, if there is relatively small difference between the scores of the 25th and the 75th percentiles, the opinions of those who rated the item agree as to its degree of ethical importance. Hence, an item which was scored from 4.3 ($Q^1$) to 9.1 ($Q^3$) represents considerable disagreement as to its ethical importance, while one which was rated from 9.0 ($Q^1$) to 9.6 ($Q^3$) was considered by practically all judges to be of great importance; likewise, an item scored from 2.3 ($Q^1$) to 4.2 ($Q^3$) is of relatively little ethical value in a code of professional ethics for teachers of health or physical education.

Following are the items which go to make up the professional code for teachers of health or physical education, together with the middle 50 per cent of the scores:

| ITEM | Rating on Scale 1 to 10 | | |
|---|---|---|---|
| | $Q^1$ | Med. | $Q^3$ |
| 1. To refrain from applying for a position not known to be vacant. | 2.4 | 5.0 | 9.0 |
| 2. To refuse to apply for a position of which one learned through an applicant for that position. | 3.0 | 5.0 | 9.0 |
| 3. To withdraw outstanding applications when a position is accepted. | 4.5 | 7.5 | 9.4 |
| 4. To notify all applicants for a position when that position has been filled. | 6.4 | 9.3 | 9.5 |
| 5. To recommend a teacher for another position although it may be desired to retain him (her) in one's employ. | 8.0 | 9.3 | 9.6 |
| 6. To notify the present employer if seeking services of one of his teachers. | 4.7 | 7.7 | 9.3 |
| 7. To give one's employer ample notice if a new position is accepted. | 9.0 | 9.4 | 9.7 |
| 8. To refrain from issuing or using "to whom it may concern" testimonials. | 2.5 | 4.8 | 7.9 |
| 9. To indicate all pertinent facts when writing or giving verbal recommendations. | 7.3 | 9.1 | 9.6 |
| 10. To answer truthfully all questions pertaining to professional qualifications when applying for a position. | 9.0 | 9.4 | 9.7 |
| 11. To refrain from seeking a position elsewhere for the sole purpose of securing advancement in one's present position. | 2.0 | 4.2 | 7.8 |
| 12. To refuse to enter any sort of combination or organization for the purpose of forcing increases in salary. | 1.5 | 4.8 | 7.4 |
| 13. To ascertain the exact meaning of both written and verbal contracts and to live up to them, both in letter and spirit, unless dissolved by mutual consent, and with amiable results. | 8.8 | 9.2 | 9.7 |
| 14. To refrain from dismissing, or recommending for dismissal a teacher without giving ample notice and an opportunity to be heard. | 8.0 | 9.3 | 9.7 |
| 15. To refrain from using complimentary press notices, advertising, exploitation | | | |

| | $Q^1$ | Med. | $Q^3$ |
|---|---|---|---|
| or innuendo in the attempt to secure or hold a position. | 4.5 | 7.5 | 9.3 |
| 16. To refuse to accept pay for tutoring one's own pupils. | 4.1 | 7.0 | 9.3 |
| 17. To refuse to endorse commercial products or to permit one's name to be used to stimulate the sales of commercial products for one's personal gain. | 5.8 | 9.0 | 9.5 |
| 18. To discourage one's students from endorsing commercial products or permitting their names to be used to stimulate the sales of commercial products. | 4.6 | 7.9 | 9.4 |
| 19. To live up to the rules of the conference, league, or agreement between competing institutions, both in letter and spirit, in all types of inter-school competition. | 9.2 | 9.4 | 9.6 |
| 20. To refrain from teaching one's personal, religious, political or other beliefs to one's pupils. | 7.4 | 9.2 | 9.6 |
| 21. To refuse to accept gifts from one's pupils. | 1.6 | 4.7 | 7.7 |
| 22. To refrain from undue association with one or a few pupils outside of school hours. | 4.3 | 7.4 | 9.3 |
| 23. To refuse to "go over the head" of one's immediate superior. | 4.8 | 7.6 | 9.2 |
| 24. To consult one's subordinates before formulating departmental policies. | 7.0 | 9.0 | 9.5 |
| 25. To give each teacher under one's supervision every opportunity for professional growth and development. | 9.1 | 9.4 | 9.7 |
| 26. To absent oneself from school or classes only for good reasons. | 9.0 | 9.4 | 9.7 |
| 27. To give credit where credit is due in recognizing meritorious service either on the part of teachers or pupils. | 9.1 | 9.3 | 9.7 |
| 28. To give credit to the proper sources in the matter of borrowed ideas. | 9.0 | 9.3 | 9.7 |
| 29. To support in letter and in spirit all school policies until they are changed, even if one does not agree with them. | 6.9 | 9.0 | 9.5 |
| 30. To maintain in strict confidence all department or school matters not intended for dissemination. | 9.1 | 9.4 | 9.7 |
| 31. To maintain a non-committal policy in public on all controversial issues arising within the school. | 7.7 | 9.1 | 9.6 |
| 32. To maintain a "hands-off" policy in all controversial matters arising within one's community which would in any way embarrass one's institution. | 7.3 | 9.2 | 9.6 |
| 33. To refrain from discussing the deficiencies of one's colleagues in such a way as to embarrass them. | 8.3 | 9.3 | 9.6 |
| 34. To defend members of the profession if unjustly attacked. | 7.8 | 9.2 | 9.6 |
| 35. To extend professional courtesy, including the prompt answering of mail, to other members of the profession at all times. | 7.6 | 9.2 | 9.6 |
| 36. To censure and disclose to proper authorities unprofessional acts, including inefficiency, within the profession. | 4.3 | 5.7 | 8.4 |
| 37. To refrain from using the profession as a stepping stone to another profession or vocation. | 2.8 | 4.7 | 8.5 |
| 38. To refrain from public criticism of the profession. | 4.8 | 8.3 | 9.4 |
| 39. To restrict one's activities during a political campaign to such actions as would not embarass one's educational institution. | 6.0 | 9.1 | 9.5 |
| 40. To engage actively in matters of public service to the community. | 7.2 | 9.0 | 9.5 |
| 41. To refuse to act as an agent for, or receive a commission, royalty or anything of value from books or supplies in the purchase of which one exercises official decision. | 5.7 | 8.9 | 9.5 |
| 42. To refuse to hold any position for which one receives pay from other than the institution where one is employed, except with the full knowledge and consent of the authorities in the employing institution. | 6.3 | 9.0 | 9.5 |
| 43. To insist that one's salary be paid through regular school channels, and not directly from alumni groups, local school supporters, or athletic gate receipts. | 8.3 | 9.3 | 9.6 |
| 44. To uphold, honor, and dignify the profession. | 9.1 | 9.4 | 9.7 |
| 45. To refer to a competent medical doctor all physical or organic defects requiring diagnosis or treatment. | 9.1 | 9.3 | 9.7 |
| 46. To maintain membership in and attend meetings of such professional associations as cover one's field of specific interest. | 7.7 | 9.2 | 9.6 |
| 47. To bring to the profession all the knowledge, skill, and devotion one may possess. | 9.0 | 9.4 | 9.7 |
| 48. To improve in every way possible one's knowledge and skills in the profession. | 9.1 | 9.4 | 9.7 |
| 49. To exchange unselfishly with others matters of general or specific knowledge which will in any way enhance the profession. | 6.9 | 9.1 | 9.6 |
| 50. To maintain a high standard of health and physical fitness. | 9.1 | 9.4 | 9.7 |
| 51. To set a high standard of conduct at all times for those coming under one's supervision. | 9.0 | 9.4 | 9.7 |
| 52. To support actively all movements directed toward an improvement and elevation of the profession. | 8.0 | 9.3 | 9.6 |
| 53. To give each pupil an equal opportunity without any individual prejudice. | 9.0 | 9.4 | 9.7 |
| 54. To refuse to discuss matters of student discipline with anyone except the proper authorities. | 7.6 | 8.8 | 9.6 |
| 55. To rely upon merit as the principal basis for promotion. | 7.5 | 9.1 | 9.6 |
| 56. To refuse to under-bid a competitor for a position. | 4.8 | 7.9 | 9.5 |
| 57. To refuse to accept a position for which the remuneration is not commensurate with the kind or amount of services required. | 4.7 | 7.3 | 9.3 |
| 58. To maintain a tolerant or open-minded attitude toward others in matters where opinions differ. | 8.4 | 9.3 | 9.6 |
| 59. To practice absolute and unqualified loyalty to the school and department in which one is employed, and to the profession. | 8.3 | 9.3 | 9.6 |
| 60. To vacate one's position only after all records are in such a state as to be readily understood by one's successor. | 8.9 | 9.3 | 9.7 |
| 61. To practice intellectual honesty. | 9.1 | 9.4 | 9.7 |
| 62. To encourage outstanding students with special abilities in the field of health or physical education to engage in the professional study of either of these fields. | 6.2 | 8.5 | 9.3 |
| 63. To accept proper criticism in a gracious manner and if in error to strive to remedy the fault which called | | | |

*(Concluded on page 57)*

# An Elementary School Program

## *Physical and Health Education for the Lower Grades*

By

RUTH EVANS

*Assistant Director of Physical Education, Springfield, Massachusetts*

THE function of a department of physical and health education is to organize and direct a program of physical education activities and health instruction for all the children in the public schools. The public schools fall naturally into three divisions: namely, the elementary, the junior high, and the senior high school. We are concerned here only with the division known as the elementary school—that division which includes the kindergarten and grades one through six.

### Objectives

There has been much discussion regarding the aims and objectives of physical education. Various leaders in our profession have presented contributions which furnish us with a fine philosophy of physical education. However, the objectives agreed upon have usually been so diversified and all inclusive that they do not prove a practicable foundation upon which to build a curriculum. The objectives presented here have been selected after long and careful study, and it is hoped are broad enough to cover the field, yet few enough in number to be kept constantly in the minds of teachers, that they may be used as definite goals toward which to direct a program.

The objectives are as follows:

1. To secure the benefits of big muscle activity.
2. To provide opportunity for play and relaxation, in order to establish habits of wholesome recreation.
3. To develop good posture.
4. To impart the knowledge that will result in an intelligent appreciation and care of the body.
5. To cultivate a wholesome attitude toward life, and to provide opportunity for the development of character.

### Equipment and Staff

ONE of the first problems to be faced in planning a physical education program for the elementary school is that of equipment. In a school with a well-equipped gymnasium, the work must needs be very different than in a school where there is no play space outside the classrooms. In schools with gymnasiums, special teachers of physical education are a necessity if for no other reason than because they have been especially trained in the use of gymnastic apparatus, but in schools with unfurnished playrooms or no special play space the classroom teacher can well conduct physical education activities under the supervision of the department of physical and health education.

It has often been said, "We have no gymnasiums in our elementary schools, therefore we cannot give our children much in the way of activity." Not at all! It is possible to give children exactly as great an amount of activity without ever having them enter a gymnasium. In fact, one very serious drawback to using a gymnasium in the elementary schools is that very often children are forced to take exercise at the time of day when they need it least, and for an undesirably long period. It is preferable to have shorter and more frequent periods of activity at that time of day when it is needed. Since comparatively few elementary schools are at present equipped with gymnasiums, and most of us direct programs with classroom teachers in charge, it would seem better to turn to that phase of the problem.

### Program of Activity

THE school of today places its emphasis not so much on formal instruction as on activity as a basis for learning. Children learn by living together, working together, playing together, through solving their own problems, through making their own mistakes, and achieving success. There is no longer a formal school day—rather the newer school has become flexible in the nature of its program and time schedule. With the present tendency to organize subject matter around the activities of children, subjects in the curriculum are becoming fused. The basis for this activities program is that children learn through experience, and since in school, children no longer sit in their chairs all day but are free to move about, they engage in experiences first hand. Teachers in attempting to build experiences for children are taking their pupils on many excursions—to parks, stores, museums, railroad stations. No longer are classes merely schoolroom classes; they are groups of children studying, experiencing, learning, wherever they go.

The elementary school falls naturally into the following classification. 1. Primary department—a unit including the kindergarten and grades one through three. 2. Intermediate department—a unit including grades four through six. In the primary division, the emphasis is on the activities program and the subject matter grows out of it. In the intermediate department there is a reversal of this situation. Subject matter is more clearly defined, activities grow out of it. Therefore, in planning physical education activities, these two divisions must be given consideration.

### Phases of Activity

In the *primary* grades, the following types of activity have proven their value:

1. *Rhythms.* There is a great hygienic value in rhythm play. Children receive an oportunity to improve in rhythm sense, also get much in the way of recreation. Often too, most interesting results are obtained when children are encouraged to create new rhythmic activities.
2. *Folk Dancing.* This is a close follow up of rhythm, and is of great value as recreation as well as big muscle activity. Skills are acquired and improved as dances are learned, and the social value is pronounced. Children learn dance etiquette—inviting partners to dance, escorting them to the dance circle, etc. There is a possibility for a fine tie up with the social studies, since dances can be chosen to fit into the historical or geographical background furnished by the work of the grade.
3. *Self-testing Activities.* A simple program of stunts can easily be carried on in the classroom. Involved in this phase of the program is the acquiring of skills, hygienic value of the activity, and recreation.
4. *Games.* During the outdoor season, at least, singing games and other simple group games make up a large part of the physical education program. The recreation value is, of course, paramount, but here also is a fine basis for character training, to say nothing of the hygienic value received and the skills involved.

In all these activities there is bound to be incidental posture training. The child who takes part in wholesome activity is bound to have a stronger, straighter body because of the stimulation of body functions.

Now to consider the *intermediate* department.

1. *Games.* In addition to all the other values of games stated for the lower grades, in these grades the foundation for team play can be laid by teaching the simpler team games such as Bat Ball and Soccer Baseball.
2. *Gymnastics.* In grades four to six, the gymnastic program may be either formal or informal. For many years formal gymnastics has been used as a means of giving children exercise, mainly because we believed that large groups of children could be given the most activity in the shortest time and in the smallest space with that type of work. Recently we have begun to learn that it is possible to give just as much exercise (or even more) to just as many children in just as short a time and in just as small a space by using the informal type of program.
3. *Tumbling.*
4. *Folk Dancing* and *Rhythm* have been discussed. In a class room program it is suggested that only boys of these grades participate in the tumbling, and only girls in the dancing.

## Time Allotment and Division

A weekly time allotment of 275 minutes is very satisfactory for the elementary schools. Division of this time and fitting it into the daily program is very important. In grades one to three, it is a comparatively simple affair, since the aim is to have short, frequent periods of relaxation. For these grades, the following division is recommended:

1. A 15-minute recess period twice daily.
2. A 15-minute period for instruction in physical education activities during the morning session every day (about 9:30 o'clock).
3. A 5-minute period for relaxation later in the morning session every day (about 11 o'clock).
4. A 5-minute period for health inspection daily at the opening of the morning session. This daily morning inspection should include an inspection of health condition and a health habit inspection.

In grades four to six, the plan here recommended is a bit more complicated because of the fact that it is necessary occasionally to have a longer instruction period for the more highly organized types of activity. The following division is recommended:

1. A 10-minute period for gymnastics and games during the morning session four days of each week (about 9:30 o'clock).
2. A 30-minute period for instruction (tumbling for boys, folk dancing for girls) one day each week.
3. A 5-minute period for relaxation during the latter part of the morning session every day (about 11 o'clock).
4. A 5-minute period daily for health inspection.

It will be noted that all time allotment with the exception of a recess period is taken from the morning session. The reason for this is that while the afternoon session is but two hours long, there are three hours in the morning session, and it seems wise to have frequent relaxation during that time.

## Recess

Of the weekly 250-minute time allotment for health and physical education, 150 minutes are devoted to recess periods. If the recess period is worthy of that proportion of the time, serious thought must be put upon planning the most valuable sort of recess program.

For the past few years there has been a controversy as to whether the recess should be a time of free, unsupervised play, or an organized play time. It is interesting to hear reactions from those concerned with the problem. The following are not exaggerated.

1. The school principal who said, "We have tried out free play and found it to be useless. All my teachers now go out to recess with their pupils and plan a daily game program for the group."
2. The grade teacher who says, "Children need to be free for their recess period; also, the teachers need a few minutes to get away from the children."
3. The school principal who says, "Oh, yes, we tried out the plan of supervised recess last week; it is not worth while."

The main difficulty of this whole problem is that few of us have the same interpretation of either "free play" or "supervised play" or "organized recess." The first term should mean just what it infers, that children are turned loose to play, no one is in authority, no one plans the program. The term supervised play means that play equipment such as balls, beanbags—in fact, anything needed for games taught during the physical education period is supplied. Play leaders are in charge of this equipment, and may start games for those who desire leadership. A few teachers are needed for general supervision of this sort of recess program. In the third type of recess, organized recess, all teachers go out to a section of the playground assigned to them and each class group plays a game agreed upon beforehand. All three kinds of recess programs have merit, each for a different situation. It would indeed be difficult to decide upon the best kind of recess for all schools. However, it would seem as though the second plan, that of supervised recess, would prove to be practicable in most situations.

## Health Education

In considering the program of health education for elementary schools, let us use the following three headings: health service; health supervision; health instruction.

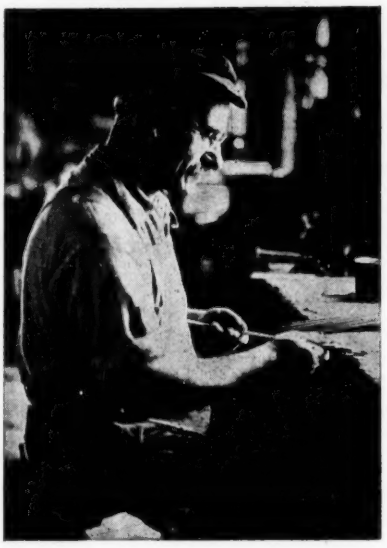
*(Continued on page 59)*

# Maintaining Interest in Archery

By
PHILLIP ROUNSEVELLE

This is the second of a series of four articles by Mr. Rounsevelle, nationally known expert. The first appeared in the September issue.

MAINTAINING the proper interest in archery must be the result of conscious and planned effort on the part of the coach, since many girls enter the sport either because it is required or because it is the line of least resistance. Not many of them have the same urge to shoot that is characteristic in all archers off the campus. These are men and women who have become interested in the sport for one reason or another, and are anxious to become proficient, whereas in the case of the student it is frequently just another method of getting the required Physical Education credit. For this reason it is well worth while to consider some of the things that create interest in archery and how they can be applied effectively to classes.



THE ANCIENT ARROWMAKER

It goes without saying that the foundation of any interest must be skill. Archery technique is comparatively simple, and, if properly coached, there is no excuse for anyone not mastering it quickly. Herein lies the success or failure of the endeavor to make classes keenly alive and interesting. In fact, the classes in general, if shooting well, will go a long way towards maintaining their own interest.

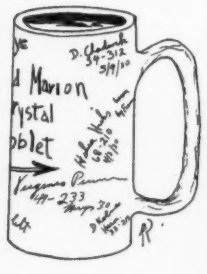
Good form first of all prevents those bow arm injuries which always cause an immediate aversion to shooting. I have seen student after student with black and blue elbows as a result of the improper hold of the bow. Proper bow arm and hand position is so simple that there is no reason for anyone failing to employ it. Injury of this kind is inexcusable. Yet I definitely know that there are classes at the present time wherein this same injury is occurring day after day and week after week. The first thing then, to create interest, is to throw away your arm guards and teach the students to shoot in proper form without hitting themselves.

Then there are the fingers of the drawing hand, which become so painful, after a few shots, if unprotected. Good shooting tabs cost only forty or fifty cents, will last a life time, and will not only prevent any soreness, but will actually help the archer to become more proficient. No ordinary glove, adhesive tape, or anything else is quite as good as the tab, which has been used for centuries.

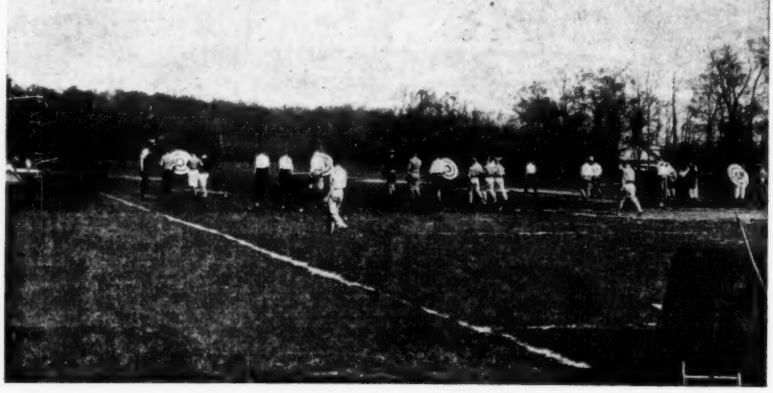
If students are shooting in comfort, then the next step towards real enjoyment of the sport is hitting the target. To date, no one has ever been found who could do this consistently without employing the point of aim. There is no excuse for anyone missing within forty yards; and, taking the class as a whole, two-thirds of the arrows at fifty yards should be hits. It is just a question of understanding the A B C of aim.

In the September issue, the few fundamentals of good technique were discussed. I would advise you not only to read this again, but to pass it on to some of the better archers in your classes.

Everybody likes to be a winner, even if the only person he can beat is himself. Have your archers keep their scores and it will not be long before they are striving to do better each day. From there it is only a step to class competition. In some colleges, the leading



THE MAID MARION TROPHY



AT VALLEY FORGE ACADEMY

THE TASSEL

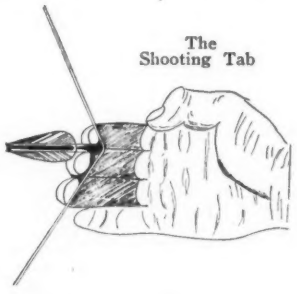
ARCHERY AT SWEET BRIAR COLLEGE, SWEET BRIAR, VA.

archer is called the captain of the class. The position is based on weekly scores, and the high archer is captain for the week following.

Once or twice a month an interclass shoot can be held, either by allowing these captains to compete, or the two or three highest in each class. This, I feel, is better than allowing entire classes to participate, as it puts a premium on good shooting.

Another method of putting a premium on high scores is the golden tassel. Almost every archer wears a tassel, made of about twenty-five cents worth of wool yarn. It is approximately six inches long, and always home made. It resembles one of the little wool dusters frequently used on automobiles, except that it has a loop to attach to the belt. Its purpose is to wipe the dirt off the arrows that have missed the target. When you start your season, each girl is required to have a tassel, and the color is to be green. When she makes one hundred in the Columbia round (or any equivalent score) she graduates to black, which is the second color of the target, starting from the outside (green is used as a substitute for white, which becomes soiled too quickly). When two hundred is made, the next color is adopted, blue; red with three hundred; and gold with four hundred or over. The tassels are so simple to make that anyone can get them, and they do provide a real incentive. Of course it is understood that when a color is once won, it may be retained by the archer for the balance of the season.

A "Maid Marion" trophy is frequently used to award to the leading archer of each class, and can take the shape of the pennant or banner, so designed that each winner's name can be written on it, together with the score. At the end of the season it can be awarded to the one whose name appears most often. The cost of such a trophy is very small, and the competition is usually intense.



The Shooting Tab

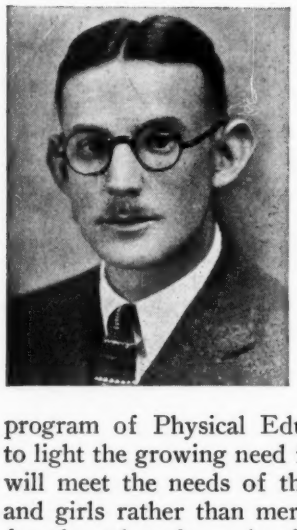
NANCY WORTHINGTON
*Head of Archery, Sweet Briar College, illustrating correct form*

Where financial conditions of the students permit, I have always advised each individual to own a good bow and a set of arrows. This method is by far superior to the practice of letting each archer take any set of arrows and any bow, at any time. Good shooting can not be done unless you know your tackle, and to know it, you must own it. Any good bow of moderate price is sufficient; but the arrows should be the best that the individual can afford to buy. Many manufacturers make special sets of six or eight arrows for college use.

All of the above suggestions can be exceedingly helpful, but the final result as to whether archery classes are going to be interesting or dull remains, as in the case of any other sport, quite in the hands of the coach. It is her leadership that will determine the whole matter. If you know your sport thoroughly, not only the mere mechanics of shooting but the background of tradition and romance that has been woven

*(Concluded on page 52)*

# Intramurals in Junior High Schools



By

HARRY L. SAMUEL

*Assistant Professor of Physical Education and Director of Intramural Athletics*
*West Virginia University*

THE now famous Bulletin No. 23 of the Carnegie Foundation for the Advancement of Teaching, while it did not go into great detail regarding the place of Intramural Sports in the present day program of Physical Education, nevertheless brought to light the growing need for an athletic program which will meet the needs of the vast majority of our boys and girls rather than merely providing an opportunity for the select few who from birth have been given strong bodies which naturally equip them to participate in interscholastic athletics.

No modern program of Physical Education can be said to be complete, nor can it be designed to meet the needs of all boys and girls unless it fosters a program of Intramural Sports.

Many of our Junior High Schools in different sections of the country go in strong for a program of athletics which is highly competitive and which at the same time is organized and conducted on the same high plane as are our Senior High School Interscholastics. This is not at all necessary; neither is it pedagogically sound. The writer does not advocate nor approve of a program that fosters the so-called varsity junior high school athletics between different cities, either for boys or girls. Boys and girls at this particular time, the period of adolescence, are for many well known reasons not fitted to enter interscholastic competition with its intense nervous strain and demands for physical endurance.

Competition between Junior High Schools within a particular city, however, is not objectionable if conducted on an intramural basis, that is, without emphasis on crowds, admission fees, highly specialized coaching and officiating, or any other aspects which tend to place school athletics on a commercial basis and to give it undue publicity and promotion. When athletic competitions are freed from these influences and carried on in an informal manner, they really cease to be varsity in nature and so long as they are conducted within the one city, they can very properly be classed as Intramurals. Consequently, the lending of encouragement to such a project is in reality promoting athletics "within the walls" and hence may be properly regarded as a part of the Intramural program.

In this present day and age we constantly hear the cry "Athletics for All." Many objections to interschool athletics have arisen from time to time and one of the most common objections has been that a very small per cent of the students take part and that the ones who make the teams are the ones who need the exercise least. What we need is to evolve a system which will draw all or at least nearly all of our students into athletics of some kind so that the benefits derived will be well distributed among the student body. I believe our answer to this objection is found in a program of intramural athletics. Intramurals have provided us with our avenue of approach to our ideal, namely Athletic Participation for All.

Since one of the aims of the Junior High School is to fit the individual for the Senior High School and likewise the purpose of the High School to prepare the boy and girl for the college is it not feasible to conclude that the introduction of Intramural Athletics in both the Junior and Senior High Schools is a justifiable step in the education of our youth in a manner that enables the college to take up the reins to better advantage? As the Varsity Coach looks to the high school for his material for the varsity teams, so, with an adequate program of Intramurals in our secondary schools, the college intramural director will have little or no difficulty in interesting the student body in an intramural program.

In promoting a program of Intramural Athletics in the Junior High School one does not experience nearly as many difficulties as present themselves in conducting similar programs for colleges. In a college or university one is constantly confronted with the occasional forfeited game. One is never certain that teams will put in an appearance when they are scheduled in the college program while in the Junior High program the pupils come to regard participation in an intramural event as a binding contract, and they come to feel they are violating a school ruling if they do not conform to the schedule.

THE particular program (or system) which I am about to describe is planned for the 6-3-3 system where we have grades seven, eight and nine in the Junior High School. This 6-3-3 plan of education seems to have been adopted in the majority of school systems and seems to be the most workable. Under this system Intramurals may be carried on through three channels, through the Physical Education classes, as extra-curricular or after-school activities, and through the noon day lunch period activity. I will describe the program under these three heads.

## Physical Education Activities

After the usual medical and physical examinations are carried out, Physical Efficiency tests should be the order for the first week or two. An all-around test should be given to both boys and girls and should include such events as the 30-yard dash, high jump, standing broad jump, rope climb, chinning on the horizontal bar, and basketball throw. Events for the girls should be graded according to their physiological needs. The dash can be cut down to 20 yards for girls and the high jump eliminated if thought undesirable.

Such a procedure of subjecting each student to a test of this type will give the instructor a gauge on the varying abilities of his pupils and at the same time will give the pupil an idea of his strong and weak points physically. These tests can be given at the beginning, middle and end of the school year. To place the event on a competitive basis it could be so arranged as to allow a certain number of points for the successful completion of an event, and some suitable award in the form of a certificate or a ribbon can be given to those who pass all of the requirements for their particular age. In short, this test may be regarded in the same light as the passing of the Sigma Delta Psi requirements in a college program.

## Intramural Competition in the Gymnasium Class

I believe the gymnasium class offers an ideal medium through which it is possible to carry on all the activities on an intramural basis. Your gymnasium classes will have anywhere from 40 to 100 and more pupils enrolled. The first procedure is to divide them into four or six equal groups, the division being done by grouping them alphabetically or if the relative abilities of the pupils are well known to the teacher he can divide them in such a way as to warrant an evenness of competition amongst the groups. The Junior High pupil falls into what we have come to know as the "Team Age." The pupils love to be a member of a team at this time. Here you can assign a team name to each of the groups. Adopt the names of the College Conference teams or select the names or the nicknames of the big professional baseball teams in the American and National Leagues or any other for that matter. Girls are perhaps not so familiar with these particular team names but other names can be selected so as to chime in with the particular interests of your group.

TIME DISTRIBUTION—GYMNASIUM CLASSES

| | *Boys* | *Girls* |
|---|---|---|
| To undress | 9 min. | 10 min. |
| On the floor or playfield | 30 min. | 25 min. |
| Shower | 5 min. | 5 min. |
| To dress | 10 min. | 14 min. |
| Total | 54 min. | 54 min. |

NOTE: If the time allotment is shorter or longer than 54 minutes, time distribution is arranged accordingly.

Competition of various kinds can be entered into between the groups. One day Wisconsin would engage Michigan in a tug of war, the winner getting five points and the loser three points. On another day the Boston Red Sox would play the N. Y. Yankees in a game of indoor baseball. Cageball for the girls, volleyball, basketball, field hockey or any other type of activity may be the order of the day. Relays of all types can be successfully carried on in the gymnasium classes. In the fall and spring when the classes can get out of doors such games as soccer, speedball, volleyball, etc., can be carried on. It is well to always award points for the loser as well as the winner so that the point totals of the winners is not so high as to make the competition seem too uninteresting to those groups who happen to be trailing in number of points. A Team Events Score Card should be posted on the Gymnasium Bulletin Board and the record of the teams kept up to date.

*Post on Bulletin Board in Gymnasium*

TEAM EVENTS SCORE CARD

Emerson Junior High School 9A Class 2nd Term 1926 Year

Scoring Points—5 points to the winner
3 points to the loser

| Harv'd Points | Yale Points | Events | Date | No. of Events |
|---|---|---|---|---|
| 3 | 5 | Shoe Scramble Race | 2-7 | 1 |
| 3 | 5 | Crawl the Dragon | 2-7 | 1 |
| 5 | 3 | All-Up Indian Club | 2-7 | 1 |
| 3 | 5 | Soccer Relay | 2-7 | 1 |
| 5 | 3 | Battle Ball | 2-7 | 1 |
| 3 | 5 | Monkey Down Relay | 2-14 | 1 |
| 5 | 3 | Underleg Relay | 2-14 | 1 |
| 5 | 3 | Giant Volley Ball | 2-21 | 1 |
| 3 | 5 | Shuttle Broad Jump | 2-28 | 1 |
| 4 | 4 | Kick Ball | 2-28 | 1 |
| 3 | 5 | Shuttle Relay | 2-28 | 1 |
| 6 | 5 | Handball | 3-21 | 11 |
| 5 | 3 | Foul Throw Contest | 3-21 | 1 |
| 8 | 8 | Basketball Games | 3-28 | 2 |
| 61 | 62 | Total | | |

## After-School Activities

IN your after-school activities you will find your program will be very much the same as is found in the larger universities. The Director of Physical Education and his assistant or assistants, of course, are responsible for the organization here.

Many school systems have their pupils divided up into Home Rooms. The personnel of the Home Room may be determined by dividing the school enrollment alphabetically irrespective of the grade of the pupil or they may be assigned to their Home Room according to grade in addition to the division alphabetically. In this way you are fairly well assured of evenness of competition, and in the long run I believe you will find that a division of groups in this manner will come out even or nearly so as far as sex is concerned. Only in rare instances will the Home Room be made up of a majority of boys or vice versa. Then too, in general, each Home Room will be found to be made up of thirty-five or perhaps forty pupils so that we find from 15 to 20 each of boys and girls.

In organizing these groups it is necessary for the home room teacher to cooperate on at least one day in the year, when during the Home Room Period she sees to it that a Home Room Athletic Representative

is elected, one for the boys and one for the girls. The Home Room Athletic Representative is held responsible for organizing the teams in the various sports, and having his or her team on the floor or the field at the time they are scheduled to appear. The responsibility of providing an official from the Faculty to handle the game is also left with the Home Room Athletic Representative.

EMERSON JUNIOR HIGH SCHOOL
INTRAMURAL ATHLETICS

SPORT—*Basket Ball*

| | | | | | | |
|---|---|---|---|---|---|---|
| | *League No. 1* | | | | | |
| 1 | Maine .....1 | 3 | 4 | 1 | 6 | |
| 2 | New Hampshire .....3 | 4 | 2 | 6 | | |
| 3 | Vermont .....3 | 3 | 3 | | | |
| 4 | Massachusetts .....5 | 4 | | | | |
| 5 | Rhode Island .....6 | | | League Winner | | |
| 6 | Connecticut ..... | | | Vermont | | |
| | *League No. 2* | | | | | |
| 1 | Michigan .....1 | 1 | 4 | 1 | 1 | |
| 2 | Minnesota .....3 | 4 | 2 | 6 | | |
| 3 | Ohio .....4 | 5 | 3 | | | |
| 4 | Indiana .....4 | 4 | | | | |
| 5 | Illinois .....5 | | | League Winner | | |
| 6 | Iowa ..... | | | Indiana | | |

Here, too, the question of naming the teams comes in. A good scheme is to use the names of the different states of the Union and split them up into leagues of 5 or 6 teams each and you could aim to have the Middle Western States in one league and the New England States in another, and so on. A round robin can be played in each league, every team in the league meeting every other team once. When the winners of each league are determined, a straight elimination series can be conducted to determine the school champion.

SCHEDULING GUIDE

| | Three Teams | Four Teams | Five Teams | Six Teams | Seven Teams | Eight Teams | |
|---|---|---|---|---|---|---|---|
| First day's games | 1-2 | 1-2 | 1-2 | 1-2 | 1-2 | 1-2 | 5-6 |
| | (3) | 3-4 | 3-4 | 3-4 | 3-4 | 3-4 | 7-8 |
| | | | (5) | 5-6 | 5-6 | | |
| | | | | | (7) | | |
| Second day's games | 1-3 | 1-3 | 1-3 | 1-3 | 1-3 | 1-3 | 5-7 |
| | (2) | 2-4 | 2-5 | 2-5 | 2-5 | 2-4 | 6-8 |
| | | | (4) | 4-6 | 4-7 | | |
| | | | | | (6) | | |
| Third day's games | 2-3 | 1-4 | 1-5 | 1-4 | 1-4 | 1-4 | 5-8 |
| | (1) | 2-3 | 2-4 | 2-6 | 2-6 | 2-3 | 6-7 |
| | | | (3) | 3-5 | 3-7 | | |
| | | | | | (5) | | |
| Fourth day's games | | | 1-4 | 1-5 | 1-5 | 1-5 | 3-7 |
| | | | 3-5 | 2-4 | 2-7 | 2-8 | 4-6 |
| | | | (2) | 3-6 | 3-6 | | |
| | | | | | (4) | | |
| Fifth day's games | | | 2-3 | 1-6 | 1-6 | 1-6 | 3-8 |
| | | | 4-5 | 2-3 | 2-4 | 2-5 | 4-7 |
| | | | (1) | 4-5 | 5-7 | | |
| | | | | | (3) | | |
| Sixth day's games | | | | | 1-7 | 1-7 | 3-5 |
| | | | | | 3-5 | 2-6 | 4-8 |
| | | | | | 4-6 | | |
| | | | | | (2) | | |
| Seventh day's games | | | | | 2-3 | 1-8 | 3-6 |
| | | | | | 4-5 | 2-7 | 4-5 |
| | | | | | 6-7 | | |
| | | | | | (1) | | |

NOTE: Leagues of 3 or 4 teams, one round takes 3 days.
Leagues of 5 or 6 teams, one round takes 5 days.
Leagues of 7 or 8 teams, one round takes 7 days.
Numbers enclosed in brackets indicate team idle for that day.

FOR the boys, competition can be carried on in Speedball, Soccer, Basket Ball, Indoor Baseball, Playground Ball, etc. For the girls, Field Hockey, Indoor Baseball, Volley Ball, Cage Ball and Basket Ball offer a wide range of team games.

(Form used for notifying athletic managers of games scheduled)

To the Home Room Teacher:

Please hand this notice to your H. R. Athletic Representative. H. R. ..... plays H. R. ..... in Basket Ball today in the boys' gym at 4:05 P. M. Please be prompt as games must begin on scheduled time.

In addition to the team games an all-school track meet may be conducted in the winter indoors and in the spring out of doors for both boys and girls. The usual events incident to a track meet are in order here. Many schemes have been advanced for classifying the students for track events but for the Junior High School I believe the most desirable scheme is to have two classes determined on a weight basis, those weighing under 100 pounds to be classed as Juniors and those weighing over 100 pounds to be classed as Seniors.

## Noon Day Lunch Intramurals

ONE of the big problems the school principal has to meet today is what to do with the pupil during the lunch hour. In nearly every case we find the school gymnasium thrown open to the pupils and what are the results? We find a mass of pupils playing indiscriminately. A few basket balls have been thrown to them and perhaps a few bats and soft baseballs and the inevitable result here is nothing short of a riot with all the consequent dangers thrown in.

Intramurals offer a partial solution to this perplexing problem and while we cannot hope to get everybody into the games during the lunch period we can at least provide entertainment for those who are merely spectators. Basket Ball teams can be organized by the pupils themselves. Soft Baseball may be played and in the Fall and Spring when the pupils can go out of doors Speedball, Volley Ball, and Playground Ball may be carried on.

Since the student must first eat his lunch before coming to the gymnasium quite naturally his time is limited and the most one can demand of the pupil before coming onto the gymnasium floor is that he change into his gym shoes.

There is no doubt that the conduct of Intramurals during the lunch hour is hygienically unsound. To allow the pupil to engage in basket ball or some other game where he perspires freely and then goes to the rest of his classes in his damp clothes is against all principles of personal hygiene. I think, however, that it is impossible to prevent the child from playing in his own way

*(Concluded on page 53)*

# Around the Country With J. E. Rogers

Texas has a state manual of physical education for the elementary schools. This excellent up-to-date syllabus was published by the Extension Division of the University of Texas under the editorship of Dr. D. K. Brace. This manual is developed according to the newest and best methods in curriculum building and has many excellent suggestions.

* * *

The National Physical Education Service has just published a report "What State Departments of Education are Doing in Physical and Health Education." This study has taken two years to complete and is a most comprehensive statement as to what is actually being done. It may be obtained from their office, 315 Fourth Avenue, New York City for $1.00 a copy.

* * *

**Dr. A. D. Browne, George Peabody College, Nashville, Tennessee, has made a great contribution to the development of health and physical education in the Southland.**

* * *

## TRENTON, NEW JERSEY

### Elementary Schools

*Dance Contests*

Pupils of the elementary schools were given two opportunities to display their rhythmic work as conducted in their schools either through entering the dance contests or by demonstrations. No costumes were allowed and no trophies offered. Boys and girls in grades from 3-6 participated. Ninety-six per cent of all the elementary school pupils participated either in demonstrations or school dance contests, making a total of approximately 8,000 girls and boys. The only rules governing these contests were that at least 75 per cent of the class participate, and the dances be selected by the pupils.

*Swimming*

An elementary school swimming campaign was begun the first of May and will continue through June. This campaign is conducted for non-swimmers only. The Junior School pools are open to the elementary pupils three school day afternoons, and all day Saturday each week. Fourteen hundred pupils have enrolled for this swimming session.

### Junior Schools

The Junior High Schools are busy with the National Physical Achievement Standards without interrupting their regular spring program.

### Senior High School

The Senior High School is conducting an intramural baseball league composed of twelve teams. At the close of the intramural league games a team will be selected to represent the school in four interscholastic games. This method is being tried in High School baseball in order to arouse greater interest in baseball among High School pupils.

* * *

**Alfred O. Anderson, who for a number of years has served as supervisor of the Division of Community Centers and Playgrounds, Bureau of Physical Welfare, Board of Education, Cleveland, Ohio, has been appointed director of health and physical education of the Kansas City Schools to succeed Dr. Berg.**

* * *

The physical education programs in the south are growing rapidly. The school system of Knoxville, Tennessee, has developed a splendid health and physical education program. Superintendent Shepherd is a great believer in this department of education and has helped develop an up-to-date program. Practically all elementary schools have gymnasiums or large play rooms. They are on the platoon system and most of them have a special health and physical education teacher. The Knoxville schools have playgrounds, well equipped, and large play areas. Mr. Wilson Collins is Director of Health and Physical Education.

* * *

In some cities there is Military Training but no Physical Education. In other cities it is possible to substitute Military Training for Physical Education. In many colleges there is Military Training but no Physical Education. J. E. Rogers has an article in the *Nation's Schools* of May, 1930, page 75, in which he asks the question "Is Military Training a Substitute for Physical Education?" He says Military Training is *not* a substitute for Physical Education and quotes leading military authorities who maintain that military training begins when the boy is 18 years old and after he has had the benefit of an efficient physical education program.

* * *

**Miss M. Frances Foley has been appointed assistant state director of physical education and health in Connecticut on the staff of Dr. Charles J. Prohaska. Miss Foley will assist in the administration of the school health program and will render assistance to the school nurses and the teachers of physical education.**

* * *

The National Tuberculosis Association, 370 Seventh Avenue, New York City, has published a very interesting Teacher's Inventory of Health Assets. This inventory touches the main questions in regard to the classroom, the community and the pupil's health. There is a progressive chart printed on the back. Copies are obtainable from the Association.

* * *

### GIRL CAGERS SWOON AS TEAM IS BEATEN

Centerville, Ia., March 22.—(A.P.)—Five girl players fainted from the sheer excitement of the contest as the Mingo girls' basketball sextet nosed out Farmington for the championship of southeastern Iowa, 28 to 24, here last night. A trio of Mingo stars and the losing center collapsed as the game ended and had to be carried to the dressing room. A Farmington substitute, also overcome by the excitement, toppled off the bench unconscious in the last quarter.

It is because of incidents such as this one that women leaders in physical education are strongly discountenancing interscholastic competition for girls.

* * *

Many women's colleges have camps close by where the girls can spend their week-ends. The New Jersey State Normal School, Glassboro, has a splendid development on a lake.

The North Carolina College for Women at Greensboro, under the leadership of Miss Mary Coleman has just purchased a log cabin situated in the hills and woods.

The Alabama State College for Women, Montevallo, has a camp house about a mile from the dormitories, with a large living room and fire place, dining room, kitchen, running water, showers, large sleeping porch, two other large porches, wicker furniture, 25 beds, electric lights. The house is used for week-end camps, suppers and club meetings.

* * *

**Dr. Frank L. Oktavec has just been appointed head of the Department of Health and Physical Education at the College of the City of Detroit.**

* * *

Annual play days have become very popular throughout the country. They are usually held May 1st. It is a day devoted not only to field sports but to a three ring circus lasting all day. The program consists of games and sports, folk dances, athletic badge tests, etc. Practically every county in Delaware and Maryland has county play days. The states of Virginia, Minnesota and West Virginia have an annual play day in practically three-fourths of the counties. Several of the state departments publish literature outlining play day programs.

* * *

**Carl Schrader has received the great honor of being appointed National Chairman of the Physical Education Committee of the National Congress of Parents and Teachers.**

* * *

State Director Major Graves of Virginia has developed a set of athletic kits. These kits consist of essential athletic supplies and are stored in locked boxes and are sold at wholesale prices. This is an attempt to get supplies out to the smaller schools at reasonable prices.

* * *

**Dr. Berg of Kansas City, and Mr. Kindervater of St. Louis have resigned. These two veterans have given long, faithful service to the profession. May they have a long and happy life.**

THE WINGED VICTORY
QUESTION BOX

***Are You Ready for Basket Ball?***

**Basketball for Coaches and Players**

*By* GEORGE VEENKER

The latest book on basket ball

*Second Printing*

**Illustrated . . Price $3.00**

**Basketball for Women**

*By* ALICE FRYMIR

The only complete book on the subject.

*Third Large Printing*

**Illustrated . . Price $2.00**

***Are You Ready for Swimming?***

**Swimming Simplified**

*By*
LYBA and NITA SHEFFIELD

The standard text for swimming courses.

*Fourth Large Printing*

**Illustrated . . Price $2.00**

**The Diving and Swimming Book**

*By*
GEORGE H. CORSAN, SR.

A valuable book for teacher and student

*Third Printing*

**Illustrated . . Price $3.00**

ARE YOU on our mailing list to receive announcements of our new books?

HAVE YOU our complete catalogue containing descriptions of all our publications?

## Has Your Library These New Books?

### Physical Education for Elementary Schools

**By**
**N. P. NEILSON and WINIFRED VAN HAGEN**

**8vo. cloth, illustrated - - - Price $2.00**

This book, we believe, will find its way eventually into every school library. No teacher of physical education in elementary schools should be without this complete contribution. It is also a basic text for teacher training courses.

### Field Hockey for Coaches and Players

**By HILDA V. BURR**

**12mo. cloth, illustrated - - - Price $2.00**

The Sportswoman says, *"The title of the book does not overestimate the contents of the book in the least; it is a textbook for both coaches and players."*

### The History of Physical Education in Women's Colleges

**By DOROTHY S. AINSWORTH**

**8vo. cloth, illustrated - - - Price $2.00**

No library can afford not to have this book for constant reference. It is an interesting and authentic study.

### The Rhythm of the Redman

***In Song, Dance and Decoration***

**By JULIA M. BUTTREE**
**Illustrated by E. T. Seton**

**Large 8vo. cloth, Music, Illus. Price $5.00**

Dr. Jesse Feiring Williams says, *"This is the kind of original material that is extremely valuable in our field.. The illustrations are splendid and the colored plates distinctly helpful."*

### The Art of Social Dancing

**By LAWRENCE HOSTETLER**

**12mo. cloth - - - - - - Price $2.00**

The first textbook on social dancing. Teachers will find their work much easier by using this book as a guide.

### Eurhythmics, Art and Education

**By E. JAQUES-DALCROZE**
***Translated by Frederick Rothwell***

**Large 8vo. cloth, illustrated Price $4.00**

John Martin, Dance Editor of the New York Times says, *"The recent publication in an English translation of 'Eurhythmics, Art and Education' is an event in the annals of literature devoted to the modern dance—"*

### Principles of Women's Athletics

**By FLORENCE A. SOMERS**

**12mo. cloth - - - Price $1.60**

Here is a valuable reference and textbook. The first book to state clearly the principles of the increasingly important subject—*Women's Athletics.*

### An Outline of Physical Education for the First and Second Grades

**By L. ANDERSEN and F. McKINLEY**

**Large 8vo. Cloth, Music - - Price $2.00**

Teachers have found the graded programs invaluable. The music is simple yet instructive. A decidedly practical book.

### Growing Straight

A new system of physical education as practiced by the North American Indian.

**By MAUD SMITH WILLIAMS**
***Illustrated by the Author***

**8vo. Cloth - - - - - - - Price $2.00**

The Playground says, *"Something new will be found in this book which describes some of the secrets of physical and mental developments of the American Indian."*

### Elements of the Free Dance

**By ELIZABETH SELDEN**

**12mo. Cloth, Illus. - - - - Price $1.50**

The New York Times says, *"The keen intelligence and the artistic sensitiveness with which she has carried on her study are evident in her pages."*

# A. S. BARNES & COMPANY

**67 West 44th St.** ***Publishers*** **New York, N.Y**

# Perennial "Best Sellers"

• BARNES BOOKS •

| | | Price |
|---|---|---|
| *Dancing* | **The Folk Dance Book** —by C. Ward Crampton. Music | $2.40 |
| | **The Clog Dance Book** —by Helen Frost. Music | 2.40 |
| | **Athletic Dances and Simple Clogs**—Music By Marjorie Hillas and Marian Knighton. | 2.00 |
| | **Natural Rhythms and Dances** —by Gertrude Colby. Music | 4.00 |
| | **Clog and Character Dances** —by Helen Frost. Music | 2.60 |
| | **Folk Dances for Boys and Girls** —Music By Effie Shambaugh. | 3.00 |
| | **Rhythm and Dances for Elementary Schools**—Music By Dorothy LaSalle. | 4.00 |

● ***Every book mentioned above is fully illustrated***

| | | |
|---|---|---|
| *Play and Recreation* | **The Theory of Organized Play**—by W. P. Bowen and E. D. Mitchell | $2.40 |
| | **The Practice of Organized Play**—by W. P. Bowen and E. D. Mitchell | $2.00 |
| | **Normal Course in Play**—by Playground and Recreation Ass'n | 2.00 |
| | **The Conduct of Physical Activities**—by W. P. Bowen | 2.00 |
| | **Play Activities for Elementary Schools** —by Dorothy LaSalle | 2.00 |
| | **The Organization and Administration of Playgrounds and Recreation** —by Jay B. Nash | 4.00 |

● ***Every book mentioned above is fully illustrated***

| | | |
|---|---|---|
| *Athletics* | **Intramural Athletics** —by E. D. Mitchell | $2.00 |
| | **Basket Ball for Women**—by Alice Frymir | 2.00 |
| | **Practical Football and How to Teach It**—by Guy S. Lowman | 3.00 |
| | **Individual and Mass Athletics** —by S. C. Staley | 3.00 |
| | **Basket Ball for Coaches and Players** —by George F. Veenker | 3.00 |
| | **Games, Contests and Relays** —by S. C. Staley | 3.00 |
| | **Track and Field Athletics** —by A. B. Wegener | 2.00 |
| | **Baseball for Women** —by Gladys Palmer | 1.60 |
| | **Swimming Simplified**—by Lyba and Nita Sheffield | 2.00 |

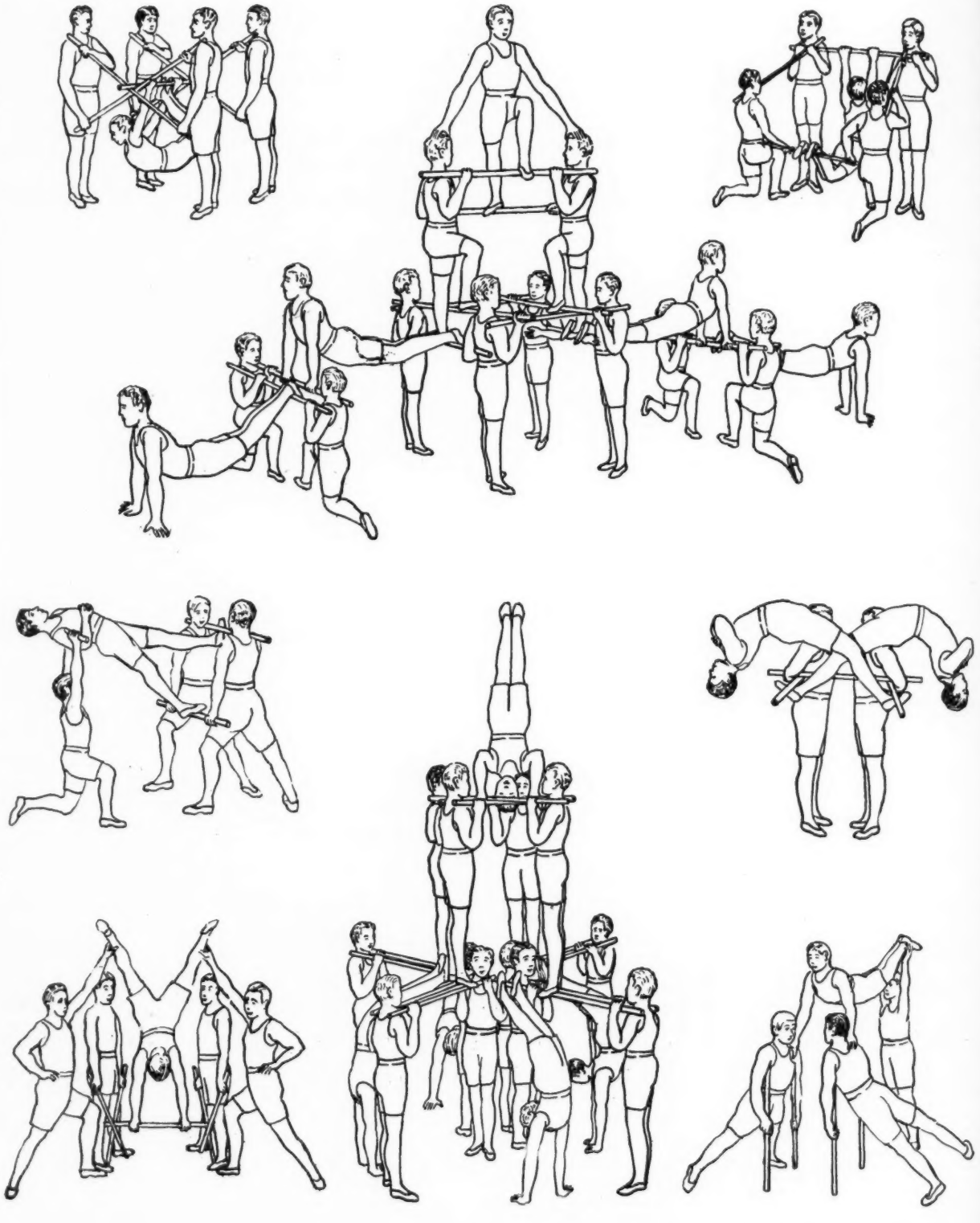
● ***Every book mentioned above is fully illustrated***

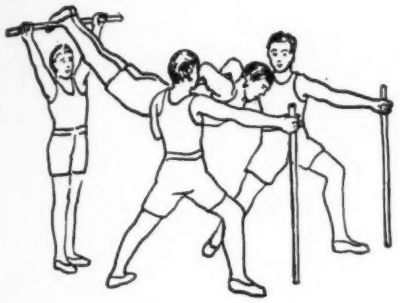
## A. S. BARNES & COMPANY

**67 West 44th St.** ***Publishers*** **New York, N.Y.**

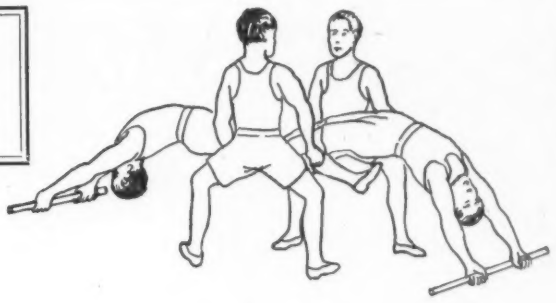
# *Wand* PYRAMIDS

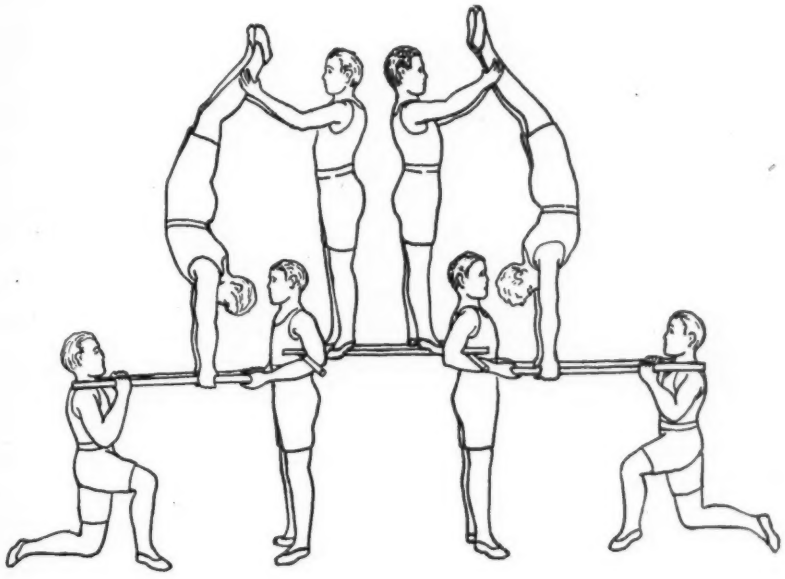
*Continued from March Issue*

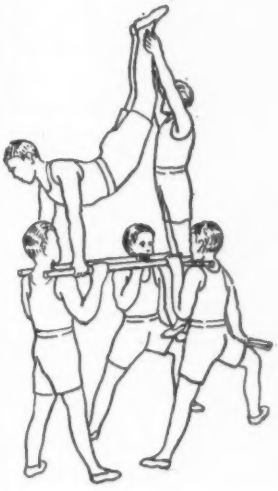


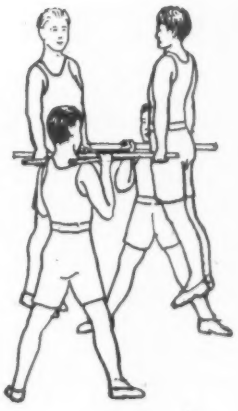


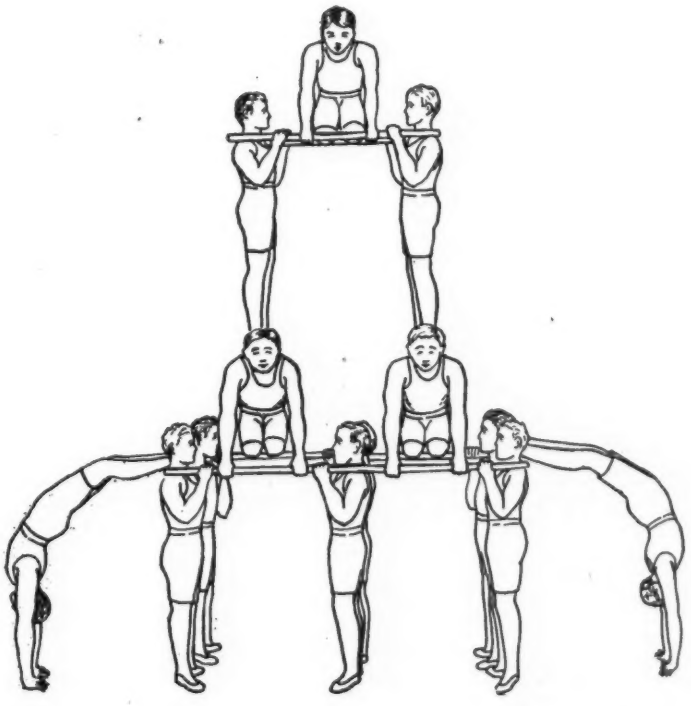
By CLAIR V. LANGTON
and C. C. MAUTHE
*Oregon State College, Corvallis*











# "Hello Badminton!"

By
E. HEDGES
*Detroit Cricket Club*

GREET a new friend. A friend who will fascinate you. A friend who will make the long winter months a pleasure instead of a period to be endured till the sun shines warmly again. Take a Badminton racket in your hand. Swing it and feel its speed, its resilience—five and a half ounces of polished ash and fine lamb gut tightly strung. What kind of an object can be struck with this beautiful delicate weapon without shattering it? A Shuttlecock, even more fragile and delicate in appearance! A hemisphere of cork, covered with white kid leather and decorated with blue or green ribbon, with fourteen to sixteen milk-white feathers set around the edge, so accurately constructed that the weight of one varies but a few grains from another. Truly a "bird" as it has been named by its American friends. Surely made just to be looked at. Anything heavier than a summer breeze would destroy those beautiful plumes. If struck at all it must be lightly, carefully. But there are few things more deceptive. That fragile racket and that delicate bird are the chief implements for as fast and fascinating a game as ever attracted the attention of the trained athlete, the game of Badminton.

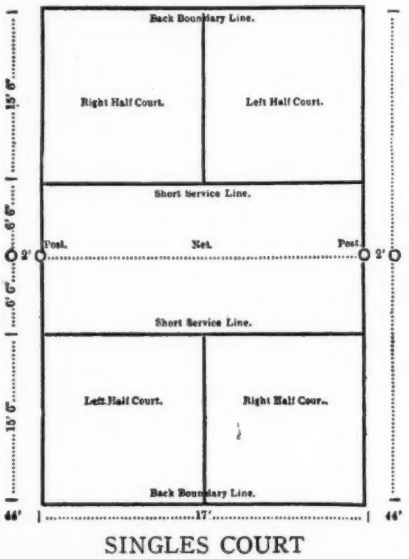
Badminton is a court game. The markings of the court greatly resemble those of a tennis court. It has often been referred to as a modified form of tennis, and this is in part correct. With this idea, many tennis players, driven indoors by the coming of cold weather, take to Badminton. But they find that the game has its own attractions apart from any similarity to tennis. Endurance, speed of foot, hand and eye, suppleness of wrist and exquisite timing, all are necessary if one is to become an expert at the sport. Some of these same tennis players, taking up Badminton as a pastime till the tennis season comes round again, have returned to tennis to pass the time till the Badminton season arrives.

There is something about the game, its fast rallies, its lobs, its smashes, its delicate drop shots that hug the net, its shots that are impossible but somehow are achieved, that finds its way into the sport lover's system never to be eradicated. The singles game with its desperate "gets"; the doubles game with both partners working fast and furiously, congratulating each other on points gained, consoling on points lost; this is the reward of those who study Badminton and put into it the work that a high grade sport demands of one who would become proficient. But the dub enjoys it too. No matter how poor a player one is, or how young, or how old, against an opponent somewhere near one's own ability, the rallies are frequent and the exercise and bodily benefit undeniable.

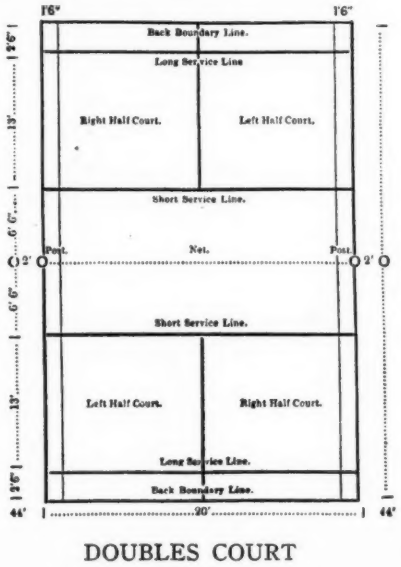
It is so easy to begin to play Badminton. A few practice strokes and a brief scanning of the rules and one can walk on the court and have a good time. The "bird" does not roll away when it falls to the ground, so one does not spend most of one's time retrieving instead of playing. From a gentle patting to and fro, the beginner proceeds to speed up his shots. As confidence is gained the bird flies farther. Perhaps a smash is achieved, and then the bug has bitten. A taste means more and soon our novice is studying footwork, court position and strokes, smash, slash, lob and drop; and if he has speed and endurance and that all-important "athletic sense," two or three years will find him an expert in the art of Badminton.

Perhaps a little of the history of the game would be interesting. It seems that India was the land of its birth. British army officers seeing its possibilities, took hold of it and made a few changes, principally in the shuttlecock which was transformed by gradual stages from a woolen ball with feathers in it to its present condition of standardized accuracy. The rackets also were changed from the original wooden bats to the mod-

## How to Lay Out a Badminton Court

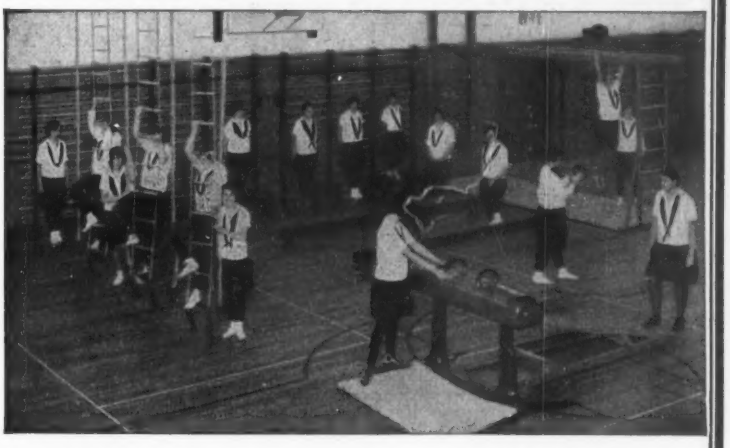



SINGLES COURT




DOUBLES COURT

# Old Timers . . . *and New!*



ALMOST fifty years ago Narragansett, then in its infancy, was formulating and solidifying those policies of honesty and intelligent service that have been responsible for its growth into a big organization and the extension of its service to every corner of the globe.

Old timers look upon Narragansett not so much as a strictly business organization but as a group of friends whose friendship is actuated by a genuine desire to assist in the wonderful work of building better bodies and who take a keen delight in saying that no better Gymnasium Apparatus than Narragansett can be bought . . . . and then in proving it!

New Physical Directors or Committees are cordially invited to join the Narragansett family . . . . . and to visit our plant at any time!

## THE NARRAGANSETT MACHINE CO.

PROVIDENCE, R. I.

*Chicago:*
1504 Monadnock Block

*New York:*
214 East 40th Street

*Hygienic*
# Necessities

**Comb Machine**
Vulcanized Fibre Combs
1 CENT

### For the Showers and Swimming Pools

MACHINES are loaned free of charge. All merchandise and machines are shipped prepaid. Each machine has a cash box locked inside. Two keys accompany each machine so you can fill it and take out the money—giving you complete control over same. Absolutely no expense—instead they yield a liberal profit. Both machines are standard equipment of every junior and senior high school of the City of Detroit and many other cities, the largest universities and nearly every Y.M.C.A. in the country.

An excellent way to add money to your physical education and athletic treasury.

**Soap Machine**
Individual Soap Bars
1 CENT

## KLING NOVELTY COMPANY

22 Tennyson Ave. Detroit, Michigan
Sole Distributors for Lux and Lifebuoy Soap

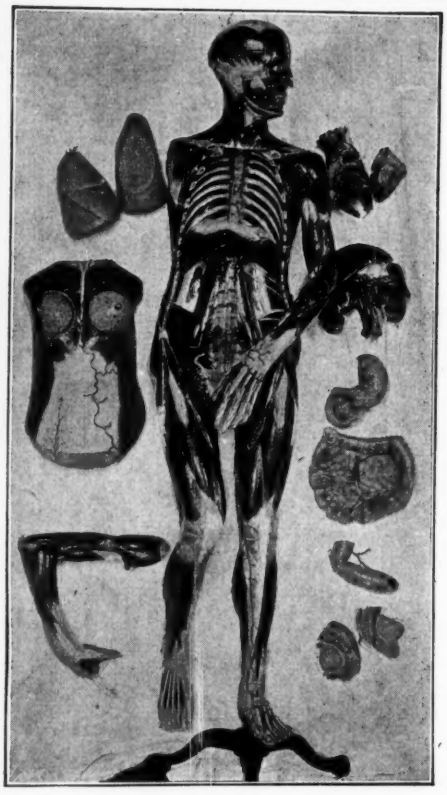
CREATIVE JEWELRY DESIGNS MANUFACTURERS

WE ARE prepared to execute, on order, special and standard types of creative work in trophies, medals, plaques, or tokens. The very highest quality workmanship is provided at prices that are reasonable and attractive by comparison.

## WEYHING BROTHERS MANUFACTURING COMPANY

Mfg. Plant: Gratiot at McDougall
Office and General Salesroom: 1507 Woodward Ave.

PHONE: RANDOLPH 9840-41 DETROIT, MICH.



AY17

# Use Anatomical Models

They quickly and accurately give your students a thorough background for your practical instruction. You increase the effectiveness of your work by using life size, dissectible full figure models.

The following highly recommended models are carried in stock in Chicago:

| | |
|---|---|
| **AY17 Female, height 57 in.** . . . . . | **$500.00** |
| **AY2b Male, height 48 in.** . . . . . | **450.00** |
| **Especially complete muscle study, 1400 structures labeled** | |
| **AY6 Male, height 48 in.** . . . . . | **385.00** |
| **AY6a Male, height 48 in. (simplified)** | **220.00** |

A complete line of anatomical models, skeletons, charts and slides is carried in stock.

*Write for the special circulars on the line of your interest or for the complete Biology catalog 7B.*

## Denoyer-Geppert Company

***Educational Publishers***

**5235 Ravenswood Ave.** **Chicago**

# The SAVAGE SCHOOL for PHYSICAL EDUCATION

THE Savage School for Physical Education is the oldest Teachers Normal School for Health and Physical Education in New York State. It is approved and chartered by the New York State Department of Education and offers a three year course which prepares High School Graduates to become Teachers, Supervisors and Directors of Health and Physical Education in Colleges, Schools, Camps, Playgrounds, Clubs, etc. Located in New York City, the Savage School is able to obtain for its faculty, men and women who are specialists and authorities in their respective subjects.

**For Catalogue address Registrar, or DR. WATSON L. SAVAGE, President**

**308 W. 59th St., New York City**

INTERNATIONAL

# Young Men's Christian Association College

SPRINGFIELD, MASSACHUSETTS

J. H. McCURDY, M. D., *Director* GEORGE B. AFFLECK, *Associate Director*

**EQUIPMENT**—Five Athletic Fields, Two Gymnasiums, Natatorium, Boat House, Laboratories, Largest Physical Education Library in Existence.

**COURSES**—Four-year course for high school graduates. Two-year course for college graduates. Degrees granted, B. S., B. P. E., M. P. E., and M. Ed. Women are also admitted for graduate study. Trains for Christian leadership in physical education.

For information address - - - - - - - - **JOHN D. BROCK, Secretary**

ern gut-strung rackets, a vellum-headed, drum-like bat intervening.

Badminton is the name of the seat of the Duke of Gloucester and as interest in the game centered in this district (the first club being formed in the city of Bath, Gloucestershire), the game was christened "Badminton." Quickly spreading over the British Isles it soon became the most popular indoor game. Naturally it gravitated to the Colonies, but seemed to appeal particularly to the Canadians; and today it far outstrips any other indoor sport in their country.

About 1878 the Badminton Club of New York was founded, and this is the first evidence of the game's arrival in the United States. The University Club of Boston was next to sponsor this new sport, and matches between these two clubs and clubs in Canada were frequent. Headed by Sir George Thomas, the leading English player, a group of British Badminton players toured Canada and the States and, though carrying all before them, did much to increase the interest in the sport.

But I will not weary you longer with dry history. Suffice it that the game is spreading rapidly and every year sees more Badminton clubs being formed and more athletic clubs devoting space to Badminton courts. There is a social side to the game too, that adds its charm. In the smaller towns of Great Britain and Ireland the Badminton clubs arrange matches throughout the season, about four men and four ladies representing each club and playing a series of singles, doubles, and mixed doubles games. The matches are generally held in a large hall, often the Town Hall, and at the conclusion of play, both players and spectators take part in dancing and community singing, and, of course, refreshments. In some cases, practically the whole population attends the Badminton matches. This pleasant practice also obtains in many of the clubs in Canada, where inter-club matches form the chief social events of the winter.

In the United States, the game is rapidly being added to the program of intramural sports. In the East, many of the women's colleges have evinced a decided interest in the game, owing to the fact that many English women are instructing classes there.

One great feature of Badminton is its adaptability. The doubles court measures forty-four feet by twenty feet. Allowing for a little clearance around the court, a room fifty by twenty-five feet with a ceiling twenty feet high can be used, and courts have been laid out in even less space than this. There are no ground strokes, and therefore the flooring matters little provided the footing is fair.

## Hints for Beginners

The court should be marked out as shown in the diagram. The net should be five feet one inch high at the ends and five feet in the center. A game consists of fifteen or twenty-one points for men and mixed doubles, and eleven points for women's singles. Deuce games can be "set," and to beginners this is somewhat confusing. In a fifteen point game if the score reaches "thirteen all," the side which first reaches thirteen can "set" the game to five. The score is then called "love all" and the side which first scores five aces wins. If the score reaches "fourteen all," the game can be "set" to three in the same manner. In ladies' singles, the game being for eleven points, deuce is at "nine all" and "ten all" and "setting" for five or three points.

The game commences as in tennis, the service being from the right half-court into the half-court diagonally opposite. In serving, the bird is held between the thumb and forefinger by the feathers and dropped, as the contact with the racket must be made below the server's waist. As the bird falls, the racket comes forward and directs it over the net. Only one trial is allowed; and, as the underhand stroke prohibits speed, service aces are rare.

An effective service can be made with a low shot which just clears the net, the bird landing just inside the service line, preferably at either corner. Great accuracy can be obtained with this shot, and the receiver will often be deceived into thinking the service is short and let it fall for an ace. Against good players the high service is rarely successful and will be smashed for an ace unless it is very accurately placed, the best spot being at the long service line on the receiver's backhand. It pays to practice serving, as points are only scored by the serving side, and it is necessary to make the service sufficiently difficult so that the receiver cannot return it for an ace. It is possible for a player with a weak service but a strong game otherwise always to be making his good shots when they merely dispossess the opponent of service instead of scoring points for himself. Immediately after serving, it is necessary for the server to get into

*(Concluded on page 58)*

### RULES FOR BADMINTON

*(Condensed)*

Lay out court as shown in diagrams on previous page. Top of net should be five feet in height at center and five feet, one inch at posts. The game is played for either 15 or 21 aces (points), and three games constitute a rubber. In singles, only points made by the server are counted. In doubles, points made by the side whose service it is. When the server faults, service goes to the opponent without change in score.

Service is first made from right half-court to opponent's right half-court, and thereafter from right half-court only when the score stands at an even number of aces for service side. When the score of service side is an odd number, service is made from left half-court to opponent's left half-court.

In doubles, no player may serve twice in succession. If service side makes its ace, the following service is made by partner. The player served to may alone take the service, and no player may take two consecutive services in the same game.

The server and the player served to must stand within the limits of their respective half-courts (as bounded by the short and long service line, the central and side lines) and some part of both feet of these players must remain in contact with the ground until service is delivered, that is, until the bird is struck by the server. After service is made, players may take any position on their respective sides of the net.

FAULTS

a. If the service is overhand, or if the bird at the instant of being struck be higher than the server's waist.
b. If the feet of the server or the one receiving service are not within the limits of their respective half-courts.
c. If, either in service or in play, the bird falls outside the boundaries, or passes through or under the net, or fails to pass the net, or touches the roof or side walls or the person or dress of any player.
d. If the bird "in play" be struck before it crosses the striker's side of the net, or if a player touch the net or its supports with racket, person or dress.

# Planning an Athletic Field

By Walter H. Heideman

*Assistant Professor in Physical Education, Wesleyan University, Middletown, Conn.*

WITH a series of six detailed drawings, I would like to show and explain the construction of an Athletic Field, within a given area.

## General Information

A Boundaries

1. When planning an athletic field, the first move one should make is to lay out the general boundaries. Planning this particular project while at the University of Wisconsin I used a piece of land lying northwest of the Camp Randall Stadium extending to University Avenue, bounded on the south by the Stadium, on the west by Breese Terrace, on the north by University Avenue, and on the east by the "Frosh" Baseball Field, University High Field, and Mechanical Laboratory buildings.

B General Dimensions

1. Length, north to south—869 feet.
   Width, east to west—280 feet.
   a—Within this area is to be placed a quarter mile track with a 220-yard straightaway, a football field, and a baseball field.

C Securing grade levels

1. This work should be done by an expert surveyor, but I will give a general explanation of how they survey the area.
   a—Stakes are laid north and south from south end of plot, every fifty feet and they are thirty feet east from curb on Breese Terrace. The surveyor then places his instrument, 160′ east of first stake and takes reading, and so on down six of the stakes, recording each reading. He then takes 100′ as the mean and subtracts it from the given elevation points, giving the levels. This work is done over entire area, then the elevations points are connected so that a contour map may be constructed. From this map the area can be made level.

D Draining and Surfacing and Track Construction

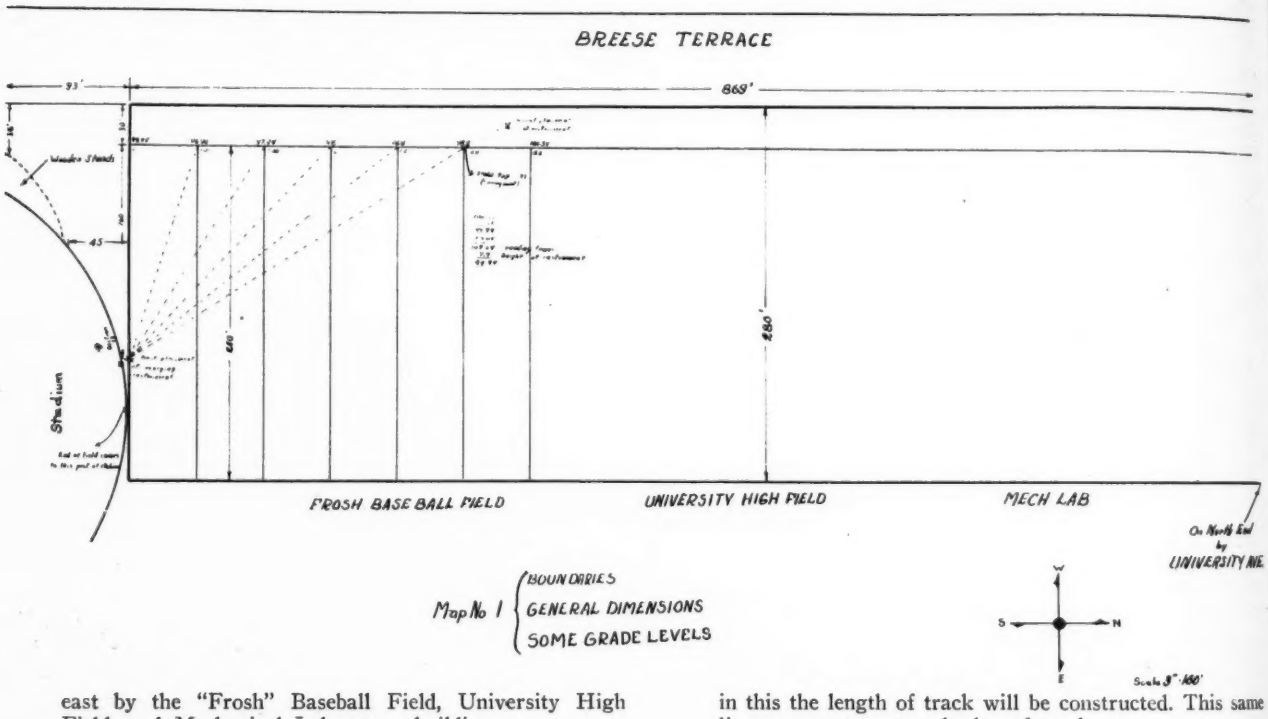
1. Refer to article by Mr. T. R. Jones: "Construction of Running Tracks—Official Track and Field Guide for 1930."

## Laying Out a 440-Yard Track With a 220-Yard Straightaway

Plan 1—Divide a quarter-mile track into four equal parts: two 110-yard straightaways and two 110-yard curves.

A Establishing the Boundaries:

1. Let line A-B run along eastern edge of plot, starting with southeast corner, extending eastward 600 feet; with-




in this the length of track will be constructed. This same line represents outward edge of track.

2. Then measure westward 18 feet, the width of back stretch of track, and draw line parallel to A-B, calling it C-D or inner curb.
3. Now figure size of curves:
   a. 660′=circumference of circle of which each end of track is one half circle. This gives basis for determining diameter as in b.
   b. 660′÷3.1416=210′ 1″ diameter to use. Then leave 12 inches around pole of track according to the rules, which leaves 210′ 1″—2′=208′ 1″, distance from curb to curb.
   c. Now measure up 208′ 1″ from line C-D and call it line E-F and that will be distance from inner curb to inner curb.
   d. Now to get curves to connect with lines C-D and E-F to complete quarter mile track, you must use for the radius 104′ ½″ or one-half of diameter 208′ 1″.
   e. The width of curve to south will be 20′; therefore outward radius must be 124′ ½″.
   f. The width of curve to north will be 25; therefore outward radius must be 129′ ½″.

## The Posse-Nissen School of Physical Education

***Forty-first Year***

**Three- and Four-Year Normal Courses:** Includes two months in camp at Hillsboro, N. H. Playground Course

**Special One-Year Course:** Specializing in massage and corrective gymnastics.

**Dormitories. Placement Bureau.**

***Apply to Registrar for Catalogue and Complete Information***

**779 Beacon Street Boston, Massachusetts**

## *College* ARCHERY SET

**$12.00**

Here you are—a really fine outfit for expert use. Selected by our Mr. Rounsevelle to fit college requirements.

***Contains***

1 Forest Ranger Ladies Bow
7 *Footed* Arrows
1 Shooting Tab
*Postpaid* $12.00

***College Specials***

7 Footed Arrows and Tab, *Postpaid* . . . . . $6.00
7 Self Arrows and Tab, *Postpaid* . . . . . 5.00
1 Shooting Tab, *Postpaid* . . . .50

**ROUNSEVELLE-ROHM** GREENWOOD HOUSE HAZEL CREST, ILL.

## HOTEL HARRISON

CHICAGO'S NEWEST DOWNTOWN HOTEL

RUNNING ICE WATER IN EVERY ROOM
$2.50 AND $3.00 WITH BATH NO HIGHER

RADIO IN EVERY ROOM

NO PARKING WORRIES
Direct Entrance From Hotel To Harrison Parking Garage

HARRISON STREET JUST OFF MICHIGAN BOULEVARD

## CHICAGO

## ARNOLD COLLEGE

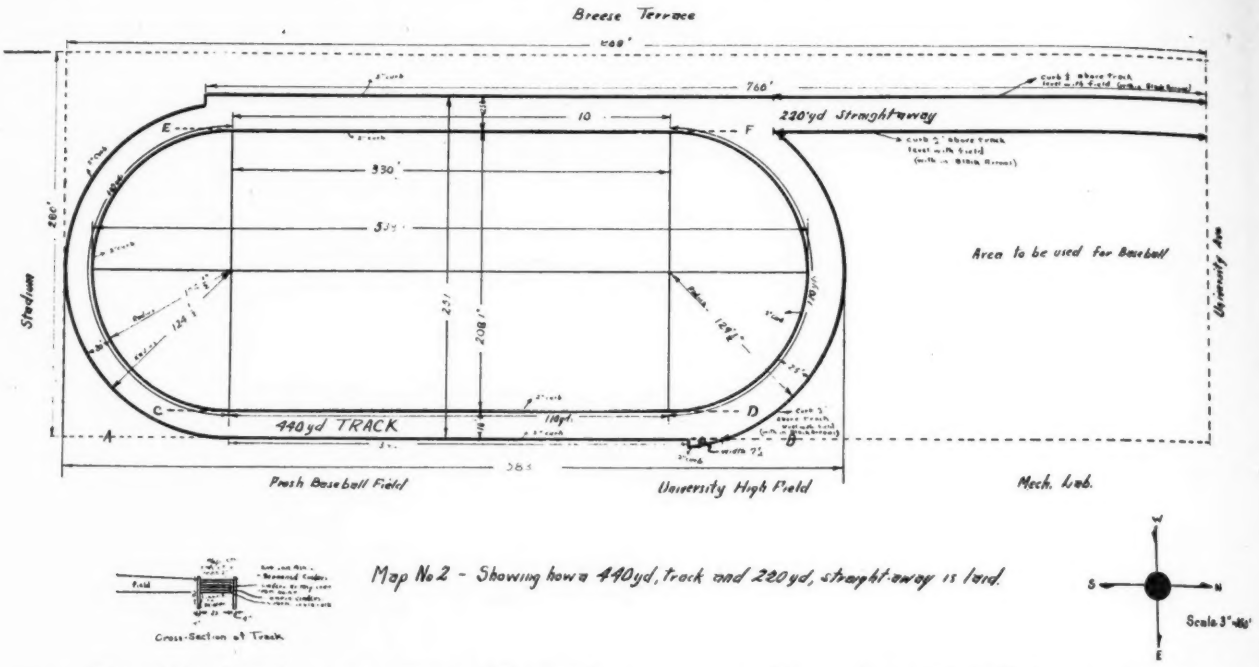
**THREE-YEAR COURSE . . B. S. P. E. Degree** **FOUR-YEAR COURSE . . B. S. Degree**
prepare teachers of health education, offer clinical experience in physiotherapy, include camping seasons on Long Island Sound.

**FOUR-YEAR COURSES . . . . . A. B. and B. S. Degrees**
in the liberal arts, scientific and cultural subjects, furnish preparation for teaching, medicine and law.

**Co-Educational - - - Women's Dormitories | Pupils admitted September and February**

**Summer School on Long Island Sound**

**1466 CHAPEL STREET** **F. W. Maroney, M. D., *President*** **NEW HAVEN, CONN.**




Map No 2 - Showing how a 440yd. track and 220yd. straightaway is laid.

g. The width of track to west must be 25′; therefore total width of track from line A-B to outward curb on west is 25′.

h. The total length through center is 583′ 1″.

Plan 2—Using 100′ as radius:

R. times 3.1416=314.16 length of curves.

314.16 plus 314.16=628.32 length of both curves.

1320′—628.32=691.68.

691.68÷2=345.84 length of each straightaway.

B Establishing 220-yard straightaway:

1. Place 220-yard straightaway northward along line E-F to University Avenue; making it 760 feet in length and 25 feet in width, running into curve on southern end of track.
   a. Using a 25-foot width, seven 3½′ lanes can be made within that distance.
   b. The reason for making a 25′ width of northeast curve is to give also seven lanes for running a 220-yard around one curve. The lower end or eastern end of curve had to be extended over edge of field 7½′ in order to get necessary distance for outward lane of 220-yard run.

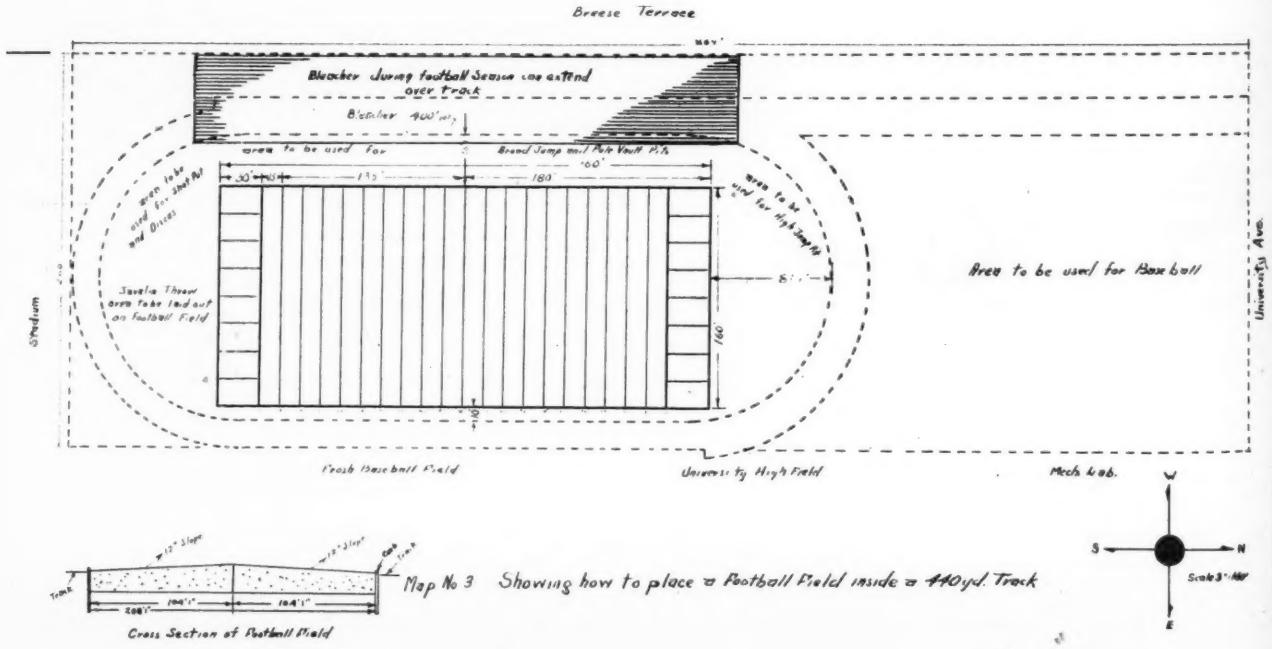
C Curbs

1. The curbs around inside and outside of track, except curb to north are 6″ below bottom of the track and extend 2″ above track level.
   a. The outward curve and curbs of 220-yard straightaway within outfield of baseball field are ½″ above track and level with baseball field. This is done to protect the fielders from stumbling over curbs.

## Laying Out Football Field Within 1-4 Mile Track

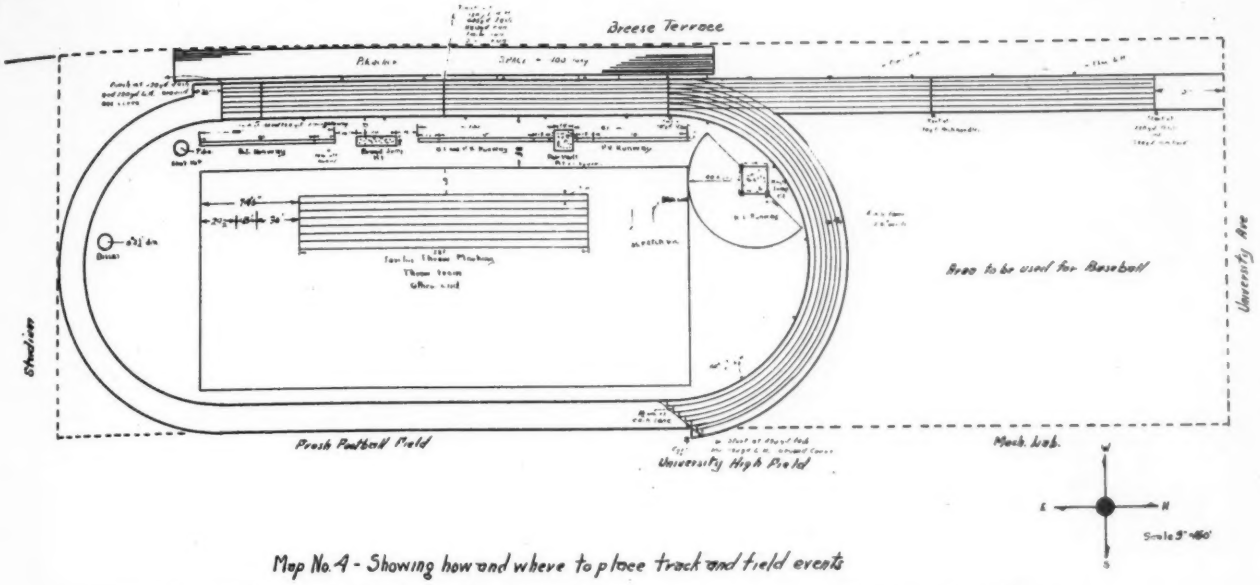
A Football field:

1. The football field is 360′ times 160′ and is placed within inner curb of track. It is not placed in center, but off




Map No 3 Showing how to place a Football Field inside a 440yd. Track

160
35' 1"
10
208' 1"




*Map No. 4 - Showing how and where to place track and field events*

center. On the east side it runs parallel to inner curb, 10′ from curb. On the west side it runs parallel to curb, 38′ 1″ from curb. The field is placed in this position in order to get broad-jump and pole vault pits within the area and also to leave a clearance of 10′ from side line of field. The players then will not come near pits. The clearance from center of both end-lines to center of curbs on curves is 89′ 1″.

2. There should be a 12″ slope from center of field to curbs within track, to get proper drainage.

B The Bleachers:

1. The bleachers cover 400′ in length and can run over track to within 20′ of side line during football season.

## Placing the Events

A Four different considerations used in placing the events.

1. Place all events within the view of the spectator sitting on bleachers.
2. Place events so they do not interfere with each other while the meet is in progress.
   a. Do this by taking into consideration the schedule of running a meet, so that no two events interfere with one or the other.
3. Place runways, take-offs, etc., so that the contestants can have advantage of either direction to approach the standards or pits. *(See next page)*

**Russell Sage College**
**School of Physical Education and Hygiene**

*Formerly The Central School of Hygiene and Physical Education*

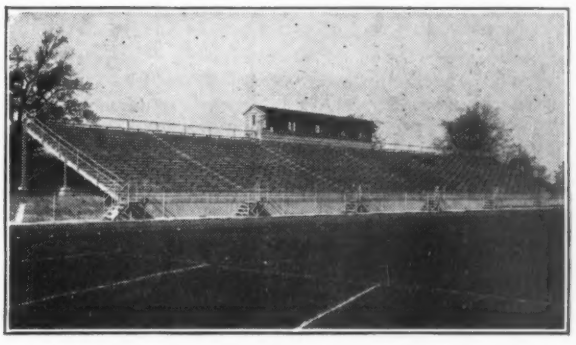
**Offers**

A Four Year Course leading to the B.S. degree in Physical Education

IN September, 1930, the Central School became a definite part of the college in Troy, New York. The first two years of the course are devoted largely to cultural subjects and the last two years to technical training. The faculty of the Central School including Miss Helen McKinstry, B.S., Director, continues with the school in its new home.

*For catalogue address*

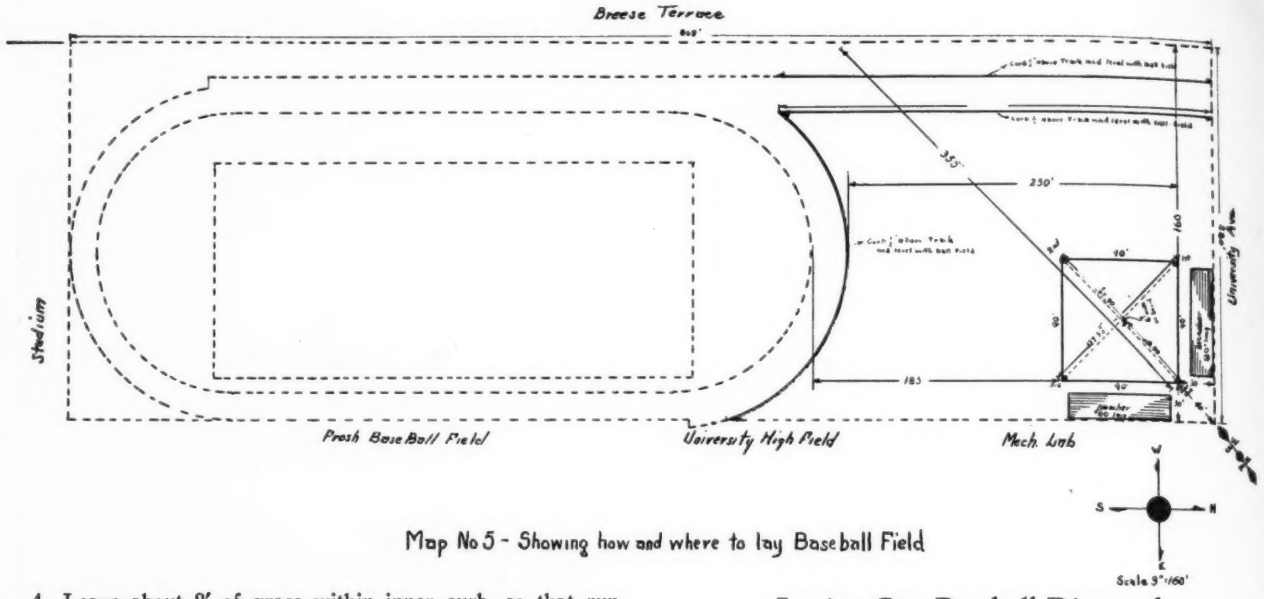
**MISS DORIS CROCKETT, Registrar**
**Russell Sage College** **Troy, New York**



AN All Steel Grand Stand is a Modern Achievement in Steel Construction Providing a Maximum Safe Seating Capacity at a Minimum Cost.

*Write for details and information about Deferred Payment Plan*

**Pittsburgh-Des Moines Steel Co.**
**1000 Tuttle St.** **Des Moines Ia.**




Map No 5 - Showing how and where to lay Baseball Field

4. Leave about 8′ of grass within inner curb, so that runners can practice on the grass.

B Results accomplished in proper placing of events:

1. The 100-, 220-yard dash and 220 yard hurdle race end at east end of bleacher, giving all spectators a view of the race and finish; also the 220-yard dash and 220-yard hurdle race around one curve finish at that end of track.
2. The 120-yard highs finish in middle bleacher area.
3. The 440-yard, 880-yard, 1-mile, and 2-mile races start and finish in middle bleacher area.
4. The high jump pit is oriented so as to give jumpers advantage over sun and usual prevailing winds. Placed in northwest corner.
5. The shot and discus circles are in southwest end of field and in view of spectators.
6. The javelin is directly in front of bleacher area and can be approached from either end.
7. The hammer should not be thrown within field, because it is so very dangerous. It could be thrown on baseball field if vacant.

## Laying Out Baseball Diamond

A The Diamond:

1. Place the diamond in northeast corner, first base facing west, second southwest, and third south.
   a. By doing this, the majority of the players will have the sun to their backs.
   b. The catcher and batter will receive some sunlight on a slant as they are facing southwest.

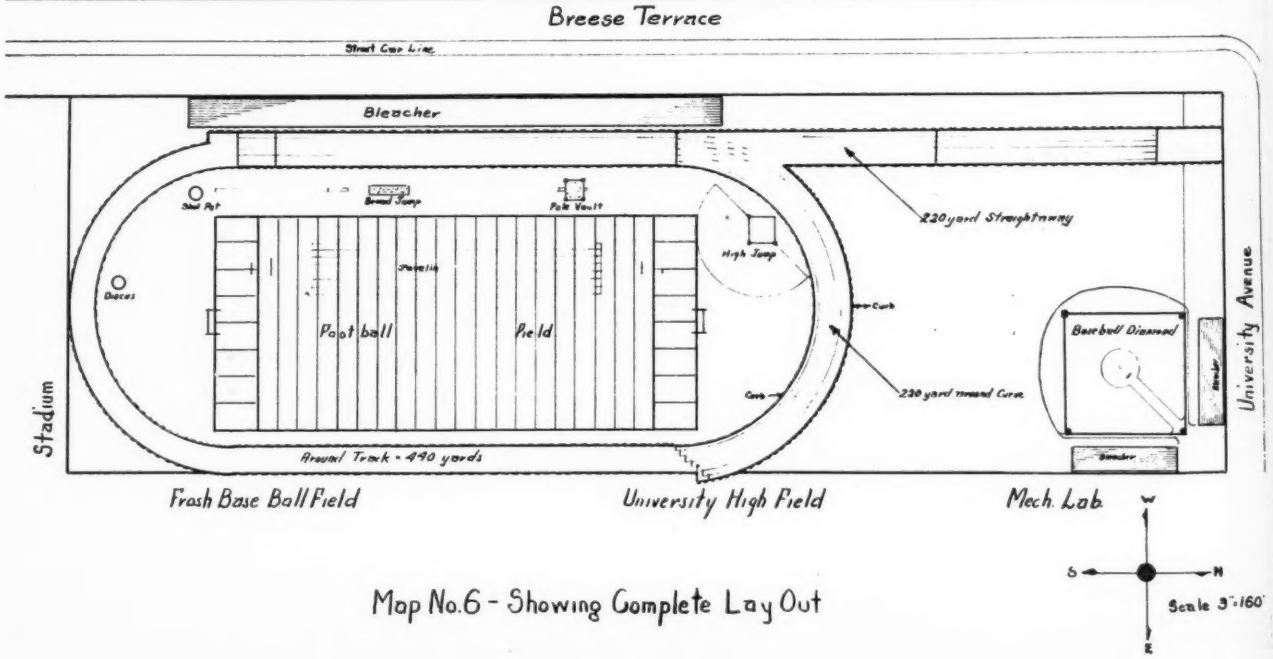
B The Curbs:

1. The curbs bounding the playing field or within playing field are level with the turf and ½″ above track, this being done to protect the players from stumbling.

## The Complete Layout for an Athletic Field

A Map 6 gives the complete layout for an athletic field within a given area, leaving practically no space for other sport activities.

**EDITOR'S NOTE: The reader interested in the planning and upkeep of athletic fields is also referred to an article on this subject published in the October, 1929, Pentathlon by E. E. Wieman.**




Map No. 6 - Showing Complete Lay Out

# News Notes from the Women's Section on Athletics

By Miss Helen Hazelton
*Chairman, Executive Committee*

The program of the Women's Section on Athletics presented at the Annual Convention of the A. P. E. A. in Boston on April 4th was attended by about 400 people. An outstanding feature was the presentation of moving pictures of physical education activities at Newton (Mass.) High School, Wellesley College, and the University of Wisconsin. The purpose was to show how movies can be used (a) to stimulate interest in the athletic programs; (b) as a teaching device; (c) as an objective measure of skill for research purposes.

The rest of the meeting was given over to reports of sub-committee chairmen. Outstanding items of interest were as follows:

1. Miss Florence Somers, the retiring Chairman, gave a report of the year's progress.
2. A change in the volleyball rules will allow only one trial at service.
3. The halves in field hockey will be 30 minutes instead of 35.
4. The Basketball Guide has been translated into Spanish for use in South America.
5. Experimentation is going on in basketball relative to eliminating the jumping centers.
6. There are 46 State Basketball Chairmen.
7. The Baseball committee is experimenting with a girl's bat.
8. The Section elected Miss Elmore Biggs as Chairman of the program committee for the next National Convention.

All Chairmen urged the membership at large to send in to them criticisms and suggestions for better guides.

A special meeting of the Executive Committee of the Women's Section was held in Boston, April 2nd. The following members were present: Eileen von Borries, Marian Knighton, Lena Wahmsley, Edith Gates, Ethel Perrin, Florence Somers, Grace Jones, Dr. J. Anna Norris, Jesse Herriott, Helen Shedden, and Helen W. Hazelton. Guests present were Josephine Rathbone and Ida Blackburn, who had charge of the Convention display of guides and publicity material of the Section, and Caroline Magee, representing Gladys Palmer.

The following business was transacted: (a) The chairman was authorized to appoint a committee to revise the constitution to accord with the re-organized constitution of the A. P. E. A. (b) It was voted that the chairman of the program committee elected at the Section meeting should become a member of the Executive Commitfee of the Women's Section. (c) The Sub-Committee on Soccer was authorized to include rules for Field Ball and Speed Ball in the next issue of the Soccer Guide.

The Scholarship offered by the Women's Section for research in the field of Women's Athletics has been awarded for the year 1930-31 to Miss Caroline Sinclair, a graduate of the College of William and Mary (1924) with five and one-half years of teaching experience in secondary schools. She taught last year at Holland Hall, Tulsa, Oklahoma. She will spend the year in study at New York University, New York City.

### Broadcasting of White House Conference

President Hoover will address the White House Conference on Child Health and Protection at 9:00 P. M., November 19. Both the National and Columbia systems, in a coast-to-coast hook-up will broadcast the President's address.

At 12:45 P. M., November 22, Secretary Ray Lyman Wilbur, Chairman of the Conference, will sum up the results of this meeting in a coast-to-coast hook-up of the National Broadcasting Company known as the Farm and Home Hour.

**STRIKING EVIDENCE of OUTSTANDING VALUE**

A shoe that really hugs the foot . . . that gives support where support is needed . . . that has proven its durability . . . that encourages sound healthy feet . . . that belongs in every gymnasium . . . in a word—PLASTICS FOR THE GYM! Order by mail today—enclose tracing of foot to insure correct size. Plastics are priced at $5 the pair.

THAYER McNEIL

47 TEMPLE PLACE BOSTON, MASS.

# Y. W. C. A. Health Education Conferences, 1930

EDITH M. GATES

*Director of Health Education,*
*National Board of the Y. W. C. A.*

WITH the swing of the pendulum in physical education toward the free, informal program of activities, it is interesting to notice that the Y. W. C. A. work with young and adult women is coming into its own. There was a time when collegiate folk were inclined to look down upon the less disciplined class in the Association, which was being planned in the play-way to meet the needs of the tired business girl or nervous housewife. Today we find this community agency has really been ahead of the game, in applying informal programs fitted to meet adult needs in health and physical education. One may say this who has for several years been outside of the movement in the United States and so recently returned to it with the perspective gained by work in other countries.

The Health Education Conferences of 1930, two conferences held annually for the leadership, lay and professional in the Y. W. C. A. health education department, met this year at Camp Arcola, near Philadelphia, for the eastern states, and at Forest Beach, Michigan, for the Midwestern area. The outstanding characteristics of these ten-day institutes were the emphasis on the value of the individual, be it in health or in sports, and the application of new, progressive education methods to the educational program of an adult leisure time organization such as the Y. W. C. A. Since the Y. W. C. A., as a whole, has been prominent in the Adult Education Movement, it is not strange that this department is alert to the changing world and the changing needs of girls and women. This year was one of great importance to the Y. W. C. A. because of its biennial convention, held in Detroit, Michigan at the end of April. Large section meetings were held to discuss health educational problems. The results of these meetings are certainly of interest to the whole profession of physical educators, for the directors in the adult field count so strongly on the cooperation of their colleagues in the school field.

Because of the interest of the Association in the recreation life of its membership and in that vital question of the right use of leisure, the National Board has followed the action of the Women's Division of the National Amateur Athletic Federation of America in endorsing their stand on the Olympics. Out of this came a national convention resolution "That the Associations in all their group and activity departments place renewed emphasis on a program of play and general recreation throughout the whole Association, and that this program be built to meet present individual needs and be characterized by the participation of the many." This means that the physical educators will more closely cooperate with the Y. W. C. A. business and professional women's clubs and the industrial groups; that general membership recreation will be emphasized, not only the play of gymnastic classes. Some Associations are already setting aside one evening a week as Recreation Evening, where all types of leisure time pleasures are found, such as music or dramatics, swimming or dancing, pingpong or deck tennis, badminton or bridge. Others will plan the recreation, quiet or active, according to groupings in the Association, for which the health education secretary will train the leadership. Play Days are becoming popular as a way to bring together different clubs which had tabooed the stronger competitive activities, or in bringing neighboring Associations together. Pasadena, for example, invited five Associations to meet for a "Play Night" (as it must be for business folk) which was enthusiastically enjoyed by 135 girls. Had it been a basketball league, probably not more than fifty could have participated. Tulsa, Oklahoma, and Lincoln, Nebraska, held successful inter-club play nights. Orange, New Jersey, brought together groups of Girl Reserves (high school girls) from six Associations for a Pool Play Day.

Periodically, the need arises to restudy one's program, to clarify the view of the goal and the means to that goal. For this reason, two years ago, the status of the medical examination was restudied, with the resulting adoption of a national standard, being used now by a large proportion of the local organizations. A questionnaire study has been made of the health service rendered, which brought out the need for renewed emphasis on the individual health work and on the educational program. In this connection, a lengthy report was made on methods to follow up the medical examination for everyone, those excluded from activities because of major defects, as well as those with minor defects so often neglected.

The summer gatherings gave opportunity for the leaders to become acquainted with the purpose, program and leadership of the many health agencies with which the Y. W. C. A. cooperates. Dr. Dodson, director of the Bureau of Public Health and Instruction of the American Medical Association, renewed the friendly relations always held with that organization. The Woman's Auxiliary of the American Medical Association sent a representative telling of new features of their Early Diagnosis Campaign, held annually in April, which the Y. W. C. A. observes. Miss Ethel Perrin brought the Child Health Association, which is so needed for our younger girls' work, nearer to us; May Day is becoming a date on the Girl Reserve program. And the National Committee for Mental Hygiene gave counsel on this important phase of health work. Next year, contacts will be made with additional organizations.

All this discussion of health education, individual and community-wide, resulted in recommendations for practical methods to better this side of the work of the Y. W. C. A. When such reports call for extension or more intensive work for staff members, the eternal question of finance pokes up its head to remind one that this is a voluntary agency, in many cases a participant in the Community Chest. An important section in the Reports of the Health Education Conferences, an imposing document of forty-two pages, is on this budget problem.

You may ask, were these conferences all so serious, with such profound discussions continuous? Never. The practical classes offered the necessary exercise and fun, and of course these were out-of-door gatherings in camps by river and lakeside where swimming and hiking gave rest and recreation. Tap dancing proved a joyous fad. Tennis strokes were studied, new athletic group games played, and individual work for the adult was not neglected. For next year, the cry is golf and social dancing and many more new things.

At such a conference there was opportunity for a meeting of the members of our professional organization, the National Association of Employed Officers of the Y. W. C. A. This organization, the N. A. E. O., is to the instructor in physical education in the Y. W. C. A. practically what the N. E. A. is to the instructor in schools. The purpose of the association is fellowship, development of professional standards of work and standards in professional training, and the promotion of advanced study and interests that make for a fuller, richer life for the secretary herself. This organization works with the Personnel Bureau of the National Board of the Y. W. C. A.'s in setting requirements for entrance into Association work, in diploma and salary scale, and, when employed, on the schedules of hours and conditions of work.

Summer conference, to the Y. W. C. A. departments of health education, means a period of real stimulation and inspiration, fellowship and recreation. Of the imposing list of leaders for 1930, some have been mentioned; others were Dr. Loring T. Swaim of Boston, Dr. Helen D. Denniston of Wisconsin, Mr. C. H. McCloy of Iowa, and many others whose contributions were much appreciated. Above all, in the minds of these Association leaders, is the desire to carry out in this special department the purpose of the Y. W. C. A., contributing to the more abundant life. From these groups of professional folk come greetings to the leaders in the school field, and a greater desire for better understanding, loyalty one to another, and closer cooperation.

TENNIS AND BASKETBALL SHOE

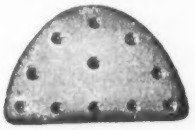
*Scientifically Constructed*

# BROOKS SHOES

BAREFOOT SANDALS

Made in pearl, fawn, black, red, green, blue and purple suede.

CLOG TAPS



Made in three sizes—large, medium and small

TAP DANCING SHOES

Made in patent leather and black kid—One-strap and Ribbon-tie

**A Complete Line of Athletic and Dancing Shoes for Every Purpose**

*Order through your dealer...If he cannot supply you, write us direct. Samples and name of nearest dealer cheerfully furnished upon request.*

FIELD HOCKEY SHOES

Made in two styles—Collegiate and High School Models

**BROOKS SHOE MFG. CO.**

**SWANSON and RITNER STS.**

**PHILADELPHIA**

Los Angeles Office: 1162 S. Hill St. New York Office: 258 Broadway Chicago Office: % Martin & Martin, 5 S. Wabash Ave.

# Wellesley College

*Graduate Department of Hygiene and Physical Education*

**Certificate in Hygiene and Physical Education**

A two-year curriculum is offered to graduates of colleges and universities who present prerequisite work in chemistry, physics, psychology, and education.

**M.S. in Hygiene and Physical Education**

Graduate students qualified for advanced study and research may undertake and complete work leading to the degree of M. S. in Hygiene and Physical Education in addition to the work for the Certificate. Graduate students who have had preparation in the field of Hygiene and Physical Education equivalent to the requirements for the Certificate , and who are qualified for advanced study and research, may register for and complete, in one or two years, the twelve-year hours required for the degree of M. S. in Hygiene and Physical Education.

**Certificate and the B.A. Degree**

A five year program in liberal arts and physical education leading to the B. A. degree at the end of four years, and to the Certificate, and in special cases, the M. S. degree at the end of the fifth year.

For information, address Graduate Committee,
WELLESLEY COLLEGE, WELLESLEY, MASS.

# Badminton Supplies

Rackets -:- Racket Covers -:- Presses
Shuttlecocks -:- Nets -:- Posts

Prosser & Gunn & Moore Rackets
**$3.75 to $12.50**

Finest Quality Birds
**$4.25 to $6.00 per doz.**

**COACHING**

*Phone or Write for Information about*
BADMINTON

**E. HEDGES**

**2640 Harding Ave. Detroit, Mich.**

# PHYSIOLOGY
## *at the Service of*
## PHYSICAL EDUCATION

ARTHUR H STEINHAUS

*Professor of Physiology and Director of the Y.M.C.A. Laboratory for Physiologic Research in Physical Education, Chicago*

## 2. The Spleen as a Factor in Athletics

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information.

UNTIL recent years very little has been definitely known about this rather conspicuous organ. To Galen it was "Mysterii Plenum Organon." Some ancients removed spleens of runners to make them speedier. Today we know better. Of course, the removal of an enlarged malarial or syphilitic spleen would still improve speed.

For those interested in the functions of the spleen related to blood formation, blood destruction, and various metabolic processes, the excellent review of Krumbhaar (1926) is recommended. Let us here give attention to the developments since 1925 which are of greatest interest to physical educators. In 1925 Hargis and Mann of the Mayo Foundation at Rochester devised a method of inclosing the spleen in a celluloid plethysmograph. This method permits the animals to recover consciousness and live for weeks while observations on spleen volume are made through a tube into the plethysmograph which extends outward through the body wall. These workers found that all kinds of stimulations, including sounds, fright, and rebreathing, caused the spleen to contract sharply. A little later Cruickshank (1926) showed that the contracting spleen could expel two times its post-mortem weight of blood and that this blood contained from twenty to forty percent more hemoglobin than blood in the general circulation. In 1927 Barcroft and coworkers at Cambridge reported a very convenient method of studying the spleen of dogs. They opened the abdomen and transplanted the spleen to the outside. In this way dogs lived for more than eight months in good health. This "exteriorized spleen" permits easy observation of changes in its size. They found that in exercise the spleen contracted to one-half or even one-third of its resting size. They estimated that an amount of blood equal to one-fifth of the circulating blood might be squeezed out in this way. This contraction they found comes early in exercise. It is to be considered a "preparation" for strenuous work, not a "final resort." Barcroft thinks that its value to an animal probably depends on the rate with which the spleen is able to expel this extra blood. They found that psychic processes such as excitement also initiated this contraction. They also showed that the blood in the spleen pulp contained more hemoglobin than circulating blood. But immediately after exercise this difference had disappeared only to return again after a period of rest. All workers are agreed that none of these changes take place after the nerves to the spleen are cut.

These are the most important facts. Since then, other workers (listed below) have shown that sounds such as are emitted by a tuning fork cause the spleen to contract in dogs, while others have studied the nature and rate of recovery of the size of the spleen after exercise.

To summarize:—The spleen functions as a reservoir of a large quantity of blood unusually rich in corpuscles and hemoglobin which, by contraction of smooth muscles in the spleen, is forced out into the general circulation early in exercise, in excitement, and in other conditions. The sympathetic nervous system is all important in this adjustment. Since extra blood and hemoglobin means better oxygen carriage by the blood, and consequently more oxidation in the muscle, this adjustment is necessary to "win the race." The moderate asphyxia of exercise is probably the exciting cause for this contraction. To date I have seen no attempt to relate this to the "second wind" adjustment, though I admit that the idea suggests itself to me.

### SOME RECENT LITERATURE ON THE SPLEEN.

Barcroft, J. H. and J. G. Stephens. Observations on the Size of the Spleen. Jour. of Physiol. 1927, 64, 1.
Barcroft, J. H. and L. T. Poole. The Blood in the Spleen Pulp. Jour. of Physiol. 1927, 64, 23.
Cook, S. F. and M. I. Rose. Recovery of Spleen Volume after Exercise. Amer. Jour. Physiol. 1930. XCII, 240.
Cook, S. F. and J. M. D. Omsted. The Effect of Asphyxia on the Spleen of Crurarized and Uncrurarized Decapitated Cats. Amer. Jour. Physiol. 1930. XCII, 249.
Corbeille, C. and Edw. J. Baldes. Changes in Volume of the Spleen in Response to Acoustic Stimulation. Amer. Jour. Physiol. 1930. XCI, 499.
Cruickshank, E. W. H. On the Output of Hemoglobin and Blood by the Spleen. Jour. Physiol. 1926, 61, 455.
Hargis, E. H. and F. C. Mann. A Plethysmographic Study of the Changes in the Volume of the Spleen in the Intact Animal. Amer. Jour. Physiol. 1925, LXXV, 180.
Krumbhaar, E. V. Functions of the Spleen. Physiol. Rev. 1926. VI. 160.

# Will Women be as Tall as Men?

By HENRY S. CURTIS

THE physical measurements of the young women entering our women's colleges during the last few years show that the present day college girl is from one inch and a quarter to two inches taller than the college girl of thirty years ago. I know of no statistics which would indicate a similar increase in height for our young men. The army figures seem to indicate an actual decrease.

In observing girls at country day schools and at other places where a vigorous outdoor life is the custom, there seems to be very little difference in the height of girls and boys.

How much of the difference in height, weight, and physical strength between boys and girls is due to clothes and way of life and how much of it is due to sex? In the past their ways of living have been so different that there was no way of telling whether it was clothes, exercise, or sex that was responsible; but now,

with a much freer and more active life for the girl, and clothes that hamper comparatively little, we should be able to get a juster estimate of the part which is really and inevitably played by sex in physical development.

The increased height of girls seems to be largely due to longer legs, which probably always come with a more active life. Sedentary people are short legged. Athletic peoples are long legged. This seems to be true also of individuals.

## The Influence of Physical Education Activities Upon Constitution, Child-Bearing and Menstruation of Women

*By Dr. Emilie Duentzer and Dr. Martha Hellendall, Cologne, Germany* — MUNICH MEDICAL WEEKLY

*Translated by* CARL SCHRADER

*State Director Health and Physical Education, Massachusetts*

THE findings here presented are the result of a study made on 1,561 competing women during the Cologne Gymnastic festival in 1928. We are therefore dealing with an especially selected group and may draw no general conclusion, even though the examination was of the most scrutinizing sort.

In outward appearance these contestants separated themselves into the following groups. First, as was expected, came the most prominent group, the muscular type (32.7%). Next came the respiratory type with 29.5%. Then followed in frequency the cerebral type with 25%. This type bears close resemblance with the slender, respiratory type, with, however, a conspicuously stronger developed skull. Last comes the gastric type, also known as the nutritive type, with 12.5%—a type which we know to be the least inclined to sport.

The facts pertaining to pregnancy, child-bearing, and confinement could be obtained only from a very limited number, since among the 1,561 contestants there were only 17 women who had had a child; a sign that marriage is the check for sport participation of women. From the findings of these 17 women we glean with interest the reported easy confinement.

The problem of menstruation was very painstakingly studied. From all contestants a minute history of previous menstrual habits was ascertained. The number of contestants that continued as usual with the sporting activities during the period was 64%—surely a high percentage. 17.4% practiced only occasionally and but 3% observed a relative care during this period.

The achievement ability in 60% of the cases was either greater or as great during this period. It was lower in only 40%. In individual instances, a record achievement resulted shortly after flowing. The effect of exercise upon the period was partly favorable and partly unfavorable. Increase in flow was recorded during exceptional strain. Attention is here called by the authors to the distinct difference between mere exercise and competition. The mental strain plays a big part in competition. The authors came to the conclusion, therefore, that healthy women accustomed to athletic activities may pursue their sports during menstruation with safety. The demands upon the body should, however, not exceed those of the daily practice. A certain amount of favoring the day before the period is advisable. During cold weather care must be taken while exercising in the open during menstruation. Under no circumstances should participation during this period become compulsory.

**JAMES MURRAY**
*Fencing Equipment*
**New York Athletic Club, N. Y. C.**

Foils— Epees— Sabres— | Masks— Gloves— Costumes—

*Blades:—Prieur, Soudet, Couleaux* *Priced Within Reason*

**Physical Directors *and* Locker Custodians—*Attention!***

Most Lost Articles are found by somebody. Give them a return address by this convenient method.
RETURN TO STUDENT'S NAME SCHOOL, CITY 345 EAST 19TH ST. NEW YORK CITY

LOST KEYS COME BACK TO YOUR SCHOOL

Identification "Key Tags" *Made Up With* Your College, High School, or "Y's" Name and Address— Stamped On—Numbered Consecutively, Including Beaded Chain.

*Send For Our Quantity Prices and Circular, or Tag-Chain, Including Registration Service Sent To You For 15 Cents.*

IDENTIFY— Your Equipment, and Number or Letter Your Keys With—

**NUMBERALL**

*A Rotary Steel Hand Stamp*

Thousands Used by *Physical Directors and Locker Custodians*

What Physical Directors Say: *It is just what I have been wanting to mark my athletic utensils. I lose many of them when I go to meets and leave them on the field. This will put the school name on them in good shape.*

SEND FOR DESCRIPTIVE CIRCULAR

**KESTEN DISTRIBUTING CO.**
571 West 182ND Street Dep't 5 *New York City*

Part Time Salesmen and Women Wanted for Our Key Tags and Chains

**BOUVÉ-BOSTON SCHOOL OF PHYSICAL EDUCATION**
**BOSTON, MASS.**
**MARJORIE BOUVÉ, *President***

Four-year course in affiliation with Simmons College leading to B. S. degree.
Three-year course of preparation in teaching all branches of physical education.
Three-year course majoring in Physiotherapy. A course accredited by the American Physiotherapy Association.
Danish gymnastics taught by a graduate of Niels Bukh's Gymnastik Hojskolen, Ollerup, Denmark.
College graduates may complete the regular three-year course in two years if they have the necessary prerequisites for the work.

**For Description of Courses, Address Registrar**
**105 SOUTH HUNTINGTON AVENUE, BOSTON**

# *IT MAY INTEREST YOU TO KNOW —*

The officers of the New Jersey Physical Education Association are as follows: President, Miss Myra T. Way, Trenton Public Schools; Vice President, Arthur Humphreys, Jersey City Public Schools; Treasurer, George Henckel, High School, East Orange; Secretary, Miss Mazie V. Scanlan. The membership of the association is approximately three hundred.

* * *

A study recently issued by the University of California Press, entitled "A Scientific Basis for Health Instruction in Public Schools" by Dr. Laura Cairns, considers first, the scientific determination of the proper content for health instruction in schools and, secondly, an examination in the light of the facts thus established of the health instruction given in public schools at the present time.

Data were gathered from elementary, junior, and senior high schools. The following are some of the conditions found to exist in the schools visited.

There is need for a better selection and a better organization of instructional content. Time which could be used to advantage in teaching essentials is too often wasted on the teaching of non-essentials.

Health instruction which fails to teach the fundamental fails to function in health promotion. This failure is largely due to the fact that teacher-prejudices rather than scientific information determine health instruction.

The responsibility for health instruction is not always carried by those who should assume the major portion; that is, by the teachers of the fundamental sciences, who have the necessary foundation and facilities.

The chief responsibility for health instruction should not be placed on the physical education departments. They have other objectives than health education and cannot take the time from their activity programs to give pupils the scientific background necessary for intelligent health practices. Any attempt to assume this responsibility by groups other than those prepared to teach the underlying principles and having laboratories where the students may have first hand experiences, results in dogmatic instruction.

In courses where laboratories are provided, there is a wide variation in the amount of time devoted to laboratory work. The instruction varies greatly and evidences a lack of effective standards.

In the elementary grades one of the main weaknesses is that too much time is spent on the teaching of non-essentials and many of the essentials are omitted.

In the junior high schools biology and general science, in the senior high schools physiology, biology, and general science include the greatest number of the essentials of health instruction.

The present survey shows, then, that except for physiology, biology and general science include more of the essentials of health instruction than any other subject. This would seem to indicate that biology and general science, since they are more widely offered than physiology, are best able to carry the major responsibility for health instruction. There is need, however, to put more emphasis on human biology and physiology.

Physical education, household science, physics, and chemistry, as well as other groups, have definite contributions to make to the health program. Each of these groups could make further contributions if the giving of health instruction were worked out according to a generally accepted plan; because so many different subjects offer opportunities to work out a carefully organized sequence of subject matter for all, and at the same time, of course, to coordinate the efforts of the various groups in order that each may have a better understanding of the relation of his particular contribution to the whole. At present, however, in the survey made by the author, no sound general program was found.

There is a wide variation in the percentage of time given to health instruction in these contributary subjects.

The present scheme permits a student to go through the public schools without any health instruction or with but a limited amount.

High schools, especially, lack a definite plan for health instruction. Comparison of the total number of students enrolled in classes offering health instruction with the total school enrollment shows that only a small percentage are receiving health instruction at any one time.

* * *

The Children's Fund of Michigan was established in April, 1929, by James Couzens, with a gift of $10,000,000. This gift was entrusted to a corporation managed by seven trustees who were instructed to use the money "to promote the health, welfare, happiness, and development of the children of the State of Michigan primarily, and elsewhere in the world." The trustees are instructed to use the principal and the income of the gift at the rate of $700,000 a year.

The program of activities started by the Children's Fund of Michigan is extensive and varied. In the field of child health, demonstrations will be given to prove to the local people that sickness rates and death rates among children can be lowered by the introduction of approved methods of sanitary control, preventive medicine, and health propaganda.

Two women physicians are carrying on the special health work for infants and preschool children. It is their task to offer instruction to expectant mothers, and mothers of infants. They move from place to place in the State.

There are also special dental and orthodontia clinics equipped and supported by the Children's Fund, both in city and rural districts.

In addition, an appropriation has been given to the Michigan State Medical Society to conduct a series of post-graduate clinics in different sections of the State. At these clinics distinguished specialists in the diseases of children demonstrate the most improved methods of treatment to the doctors who attend.

Research activities have provided for laboratory studies into the causes of the decay of children's teeth and investigations into the influences of home and neighborhood life upon juvenile delinquency.

A grant has also been made to supply exhibits of children's books to towns under 3,000 population in the State with the purpose of interesting the children in the reading of good books.

* * *

Since 1907 the observance of the last Saturday and Sunday in January as "Child Labor Day" has been increasingly recognized. In 1913 this custom of holding an annual review of the child labor situation will be especially timely, following so closely as it does upon President Hoover's White House Conference on Child Health and Protection.

At this Conference, to be held in Washington in November, a special Committee on Vocational Guidance and Child Labor of which Miss Anne S. Davis, of Chicago, is Chairman, will present a complete summary of the child labor situation in this country together with carefully formulated recommendations for future action.

Although the figures of the 1930 census with regard to the employment of children have not yet been compiled, there is ample evidence that children are still employed under harmful conditions in *every state*. Child labor laws and their enforcement differ widely throughout the country.

Child Labor Day presents the opportunity for the people of any state to give thought once again to the conditions of child employment in their own community. Any one interested in knowing more about child labor conditions can secure information from the National Child Labor Committee, 215 Fourth Avenue, New York City. This Committee will send free of charge to any interested reader, information with regard to child labor in any state together with literature, posters, plays and photographs.

## *Weighing and Measuring*

*(Concluded from page 14)*

Knowing the age to the month allows figuring in round numbers, that is, a counting of over a half as the next higher unit (as for example over six months) and under a half as the next lower unit. Continuing the use of the above example, this child is past the half year mark so he would be called thirteen years for use in the table of figures. By the use of the Baldwin-Wood height, weight, and age tables, published by the American Child Health Organization, one may easily find the under weight percentage deviation from the normal by following the given instructions in the booklet. The overweight must be calculated, however, and is done in this manner:

Actual weight — 51 pounds
Table weight — 42 pounds
9 pounds over weight

9÷42=21%

There are now certain terms which should be well understood before any conclusions are drawn from the figures. Drs. Wood and Rowell in their book on "Health Supervision and Medical Inspection of Schools" use the following concrete terms and definitions:

Under weight, or under-health-weight is any weight less than the table figures or table weight. Over weight or over-health-weight is any weight over the table weight. Table weight is the exact figure stated in the height, weight, age table. Normal Range or Health Weight is between the under-health-weight and the over-health-weight.

The percentages which are used to indicate that a child is under weight are 7% and 10% below the table weight, while over weight percentage is represented by 15% for high school people and 20% for the elementary school children. Therefore when a child shows he is 10% below or 20% above, it is time to begin investigation. There are some physicians, however, who advise careful attention to a child who is below the 7% mark, so the teacher should watch these children as well as the others mentioned.

With the thorough understanding of the primary educational values discussed in the first part of the paper, this general placement of the child within various zones can furnish the teacher with worth while information. While the program does not claim to be a panacea for all of the children's troubles, it does, when used with other checks upon their condition, form a fairly accurate measure. Realizing the limitations and the possibilities of the weighing and measuring program, the teacher may find it a definite means of interesting the child in his health habits and attitudes and of affording him a chance for individual comparison with the group, and also an excellent method of reaching the parent thus bringing the home and the school objectives more nearly to a common point. Intelligent use of these advantages will place the program well up in the teacher's estimation and vindicate its time allotment.


# WINNER

## ATHLETIC CLOTHES FOR GIRLS » » »

## . . . To All Physical Education Teachers:

WINNER Athletic Clothes for Girls are just the sort of suits that *you* would make if you were in our place! . . . Smart-looking, comfortable, practical, long-wearing, and so reasonably priced that every girl can afford them!

The three styles shown above include the Winner Cuff-Nick (left), which looks like a track pant but has an elastic inner cuff... the famous Winner Knicker (center) which set the new style in girls' athletic wear...and the Winner Track Pant (right). Two styles of Winner Shirts are shown, one is sleeveless for greatest freedom, the other has the popular short sleeve. Both styles have the "teddy-strap" feature.

« *Write for our new illustrated folder which gives detailed descriptions and prices.* »

**E. B. MYERS COMPANY, Ltd.**
**511 Venice Blvd. . . . LOS ANGELES**

*New York Office:* Jas. H. Moffett & Son, 1350 Broadway
*Chicago Office:* J. F. May, North American Bldg., 36 S. State St.
*Dallas Office:* H. G. Land 318 Santa Fe Building

# How WE Do It

## Football in the Kitchen

"Mother, I'm so hungry I could eat everything on the table," says the high school football player as he comes home after a hard practice session.

He is hungry, and careful mothers want their boys to have all they can eat when they are hungry. At the same time mother knows that there are certain desirable and undesirable foods for boys in athletics. All the information she has concerning the proper diet for athletes consists of a few stray hints dropped by her son at meal time, such as—"Coach says not to eat pie or cake or anything greasy," or "The coach says to stay away from sweets and fats."

At DeKalb Township High School this year, on the first day of football practice, each boy was given a sheet of instructions to take home to his mother. The sheet given below contains training regulations for the player with a list of desirable and undesirable foods for mother to follow in preparing the meals, that the food may fit the needs of her athlete as well as the other members of the family. Most mothers do not have time to prepare special foods for any one in the family; in addition it is expensive.

This sheet was worked out very carefully with Dr. Leonard P. Ristine, Medical Supervisor of Athletic Teams at the State University of Iowa. In addition to diet suggestions, there is information concerning sleep, competition, and dress that mothers should know. This cooperation between the Mother and the Coach has proved to be a big factor in the success of the DeKalb Township High School football team.

DeKalb Township High School
Department of Athletics
Training Suggestions to Mothers and Athletes

1. Purpose of training. The ultimate purpose of systematic training is to develop the habit of eating the proper kinds of food, which in turn will develop a healthy body, physically strong; the immediate purpose is to have the athlete at the crest of physical condition and mental condition on the day of the competition. This means the ability to perform best when results are needed most. The following are good points to keep in mind:

a. Good physical condition is most important.

b. Keep your mind off the contest until time for the game. Don't worry.

c. Warm up well before the contest.

d. Keep warm when not in competition.

e. On the day of the game keep off the feet as much as possible before the game.

f. Never take a *hot bath*, always take a *warm bath*. Two or three days before the game take cold baths, or almost cold baths.

2. Sleep. Get all the sleep possib.e with eight hours as the minimum. Remember the old saying, "One hour's sleep before midnight is worth two hours' sleep after midnight." Get plenty of fresh air in the sleeping rooms, but avoid drafts.

3. Dress. Dress sensibly to meet the weather conditions. Protect the head and feet.

4. Food. To the Mothers—It is not always possible for you to provide the food described here; when not possible use the next best. We do not ask that you buy special food for your boy unless you desire to do so. *Plain, wholesome, well cooked food is good enough for any athlete.* Each man should study his personal desires and the reaction of various foods on himself. He should eat heartily and at regular intervals.

Desirable Foods

Beverages—Cocoa (moderately), coffee (mornings), hot water, milk, weak tea.
Breads—Corn, dry toast, rolls (hard), Vienna, whole wheat, zwiebach. Butter in moderate quantities.
Cereals—Barley foods, bran, corn flakes, grits, oatmeal, rice, wheat.
Desserts—Custards, fruit, ice cream, puddings, sponge cake, candy (chocolate and sugar).
Eggs—Soft boiled, omelletes, poached, scrambled, or shirred.
Fruit—Apples, figs, grape fruit, oranges, pears, pineapple.
Juices—Grape, grape fruit, lemon, orange, sauerkraut, tomato.
Meats and Fish—Bacon, beef, fowl, lamb, mutton, fresh fish.
Nut meats—Very sparingly.
Preserves—Jams, jellies, marmalades.
Sugar—Use in abundant quantities at meal time with cereals, desserts, fruit juices.
Vegetables—Asparagus, beans, cabbage, carrots, celery, corn, hominy, lettuce, spinach, parsnips, peas, potatoes, tomatoes.

Undesirable Foods

Beverages—Coffee (except at breakfast), strong tea, iced water, or other iced beverages including ice cold milk.
Breads—Freshly baked breads, biscuits, pancakes or waffles.
Cheese—Large quantities.
Condiments——Catsup, chili sauce, meat sauces, spices.
Pastry—Heavy cake, pies, other pastries that are hard to digest.
Relishes—Olives, pickles.
Vegetables—Cooked cabbage, cucumbers, heavy dressings, raw onions, radishes, turnips, most fried vegetables.

J. H. TREES
*Athletic Director, DeKalb Township High School, DeKalb, Illinois.*

## Two Original Clogs

*Arranged by H. C. Reuter*

CAPTAIN JINKS—*A Clog*

Note: There are several verses and several versions of this song any of which may be used. The following words may help convey the idea and spirit of the dance and facilitate a better fitting of the steps to the music.

I'm Captain Jinks of the Horse Marines
I feed my horse on corn and beans,
I swing the ladies in their 'teens,
For that's the style in the army.

I STEPS:
3-left and four step-hops backward, counts 1-4 .....2 m.
3-3-7 left counts, 5-8 .....2 m.
Repeat all beginning right .....4 m.
Total 8 m.

Chorus:
I teach the ladies how to dance,
How to dance, how to dance,
I teach the ladies how to dance,
For that's the style in the army.

II STEPS:
3-3-7 left, 7 right 7 left, counts 1-8 .....4 m.
3-3-7 right, 3-3-7 left, counts 9-16 .....4 m.
Total 8 m.

III STEPS: Verse,
Hop on left foot moving obliquely right backward and step right backward, count 1, follow with closing left to right and step right forward, count 2, 7 left, counts 3-4 .....2 m.
Eight running steps in circle right, counts 5-8 .....2 m.
Repeat all beginning right, counts 9-16 .....4 m.
Total 8 m.

IV STEPS: Chorus,
3-3-7 right, 7 left, 7 right, counts 1-8 .....4 m.
Close left foot to right with a snap and salute,

*(Concluded on page 52)*

# BOOKS AND REPRINTS

## of the American Physical Education Association

**Address Box 362, Ann Arbor, Mich.**

The recently published study "Physical Education Curriculum in Professional Schools" by the Committee on the Curriculum of the 139 institutions preparing teachers of Physical Education in the United States is available at the regular prices, i. e., $5.00 single copies, and $3.00 each additional copy.

Back copies of the following are available at the prices listed, postage prepaid:

**"The American Physical Education Review,"** to 1898, new price, 35c each, three for $1.00; one volume, ten copies, (unbound), $3.00; one volume (bound), $5.00.

**"The Pentathlon,"** for Oct., Nov., Dec., 1929, 25c each.

### REPRINTS FROM "THE REVIEW"

| | |
|---|---|
| Report of the Physical Education Committee on H. S. Curriculums | $ .35 |
| The Hygiene of Physical Training—Burnham | .35 |
| Individual Exercises (Practical Hints to Teachers)—Stecher | .20 |
| Athletic Constitution (Practical Hints to Teachers)—McCurdy | .15 |
| History of Physical Education at Mt. Holyoke College—McCurdy | .25 |
| Volley Ball Coaching—Hotchkiss | .15 |
| Corrective Games—Lowman | .25 |
| Specimen Programs of Physical Training Activities for Use in Small Rural Schools | .25 |
| Motor Ability Tests—Committee Report | .25 |
| Status of Physical Education in American Colleges (1921) | .25 |
| Official Flash Ball Rules—Crozier | .25 |
| Classification for a Physical Training Library—McCurdy and Affleck | .50 |
| Physical Education Buildings—Gymnasiums and Lockers | .50 |
| The Trend of Amateur Athletics—Mitchell | .15 |
| Racial Traits in Athletics—Mitchell | .25 |
| Decathlon Scoring Charts—Elementary and High School—Boys and Girls | 35c; 4 for 1.00 |
| The Physical Test of a Man—Dr. D. A. Sargent | .25 |
| The Objectives of the Am. Phys. Edu. Assn. 1885-1927 | .25 |
| The Playground Movement in Germany—Leonard | .25 |
| Physical Education in Denmark—Leonard | .25 |
| Postural Skills Essential to Health, Efficient Action and Joyous Living—McCurdy | .15 |
| German-American Gymnastic Societies and the North American Turnerbund—Leonard | .25 |
| Atlantic City Public Schools, Department of Physical Training—Maroney | .15 |
| Bounceball—Shaw | .15 |
| Measurement of the Relation Between Physical and Mental Growth—Courtis | .25 |
| Athletics from a Historical and Educational Standpoint—Larned | .25 |
| Health Examination Cards | .03 |
| War Sports—Kleeberger and Wight | .25 |

### FROM "THE PENTATHLON"

| | |
|---|---|
| The Physical Education Program for Men at Illinois—Staley | .35 |

### FROM "ADMINISTRATIVE DIRECTORS MEETING, 1930"

| | |
|---|---|
| The Practical Administration of a Physical Education Program—Norton | .20 |

| | |
|---|---|
| Proceedings of the 1930 Meeting of Administrative Directors of Health and Physical Education | 35c |

### FROM "HEALTH AND PHYSICAL EDUCATION"

| | |
|---|---|
| The Control of Ringworm—Chenoweth | $ .20 |
| More Complete Living Through Health and Physical Education—McLure | .20 |
| Natural Gymnastics—Wiley | .20 |
| The Pre-School Child as a Health Problem—Bolt | .25 |
| Volleyball—A Game for Junior High School Boys—Danford | .30 |

### FROM "THE RESEARCH QUARTERLY"

| | |
|---|---|
| Selection and Guidance of Students Who Wish to Undertake Professional Training in the Field of Physical Education—Cassidy | .10 |
| Professional Progress Through Research—McCloy | .20 |
| Recent Investigations of the Menstrual Problem—Miller | .25 |
| Character Building Through Physical Education—McCloy | .25 |
| The Efficiency Rating of High School Boys as Shown by the Pulse-ratio Test—Tuttle | .25 |
| The Physique of Women Students at Newcomb College of Tulane University. I. Stature and Weight—Gould | .25 |
| Professional Education of Physical Education Teachers—Oktavec | .20 |
| A Respiratory Study of the Influence of a Moderate Amount of Physical Training—Schneider | .20 |
| What Constitutes a Good Football Team—Hartmann | .20 |

### A PRACTICAL HINT

Seventy cents will bring you the November and December, 1928, copies of the "Review," carrying these articles: Drills for Teaching Basketball Fundamentals; Physical Exams for Basketball Players; Click Dumb Bell Drill; Financing Interscholastic Competitive Athletics.


# HEALTH TEACHING Is Fun With HYGEIA

**Both for $1.00**

**HYGEIA *and* "Helps for Health Teaching"**

Why should health teaching with HYGEIA be fun? In the first place, HYGEIA, the Health Magazine, is attractive to look at, beautifully illustrated, beautifully printed—immediately inviting to the eyes of students of all ages. In the second place, the material presented in HYGEIA is written in a chatty, personal style that does not spurn a witticism now and then. You know how children like a smile. In the third place, HYGEIA articles on all phases of health are as limitless and varied as the subject of health, itself. HYGEIA is adaptable, not only to hygiene class, but to history, English, civics, art, etc.—giving a new vital angle to these subjects when the old ideas seem a little worn. In the fourth place—but read down in the next section.

**In the Fourth Place**

you can get a clever, little booklet, telling you how to teach health vividly with only a six months' introductory subscription to HYGEIA. This booklet contains ideas that one hundred teachers have used to make health teaching fun—like health scrap books, health maps, drives against colds, writing health rhymes, health diaries—oh, endless clever ideas. You can re-use the ideas of these one hundred teachers if you choose, but, better still, you can let them inspire you to new ideas from your current issue of HYGEIA. "Helps for Health Teaching" is of handy pocket size—is brilliant red so that it can easily be seen on your desk—and it is delightfully illustrated with pictures from HYGEIA, itself.

**A Few Health Teaching Suggestions from Articles in the November HYGEIA**

**"Another Lost Battalion"**—This is a story of health preservation in the United States Army. It might even inspire the fifth graders to wash their ears. **"The Story of Anaesthesia"**—When you come to Oliver Wendell Holmes in American Literature Class, refer the students to this article. Did you know that Oliver Wendell Holmes gave Anaesthesia its name? **"The School Section"**—this is a regular monthly feature of HYGEIA. It teems with ideas for making HYGEIA useful to you. **"Questions and Answers"**—New zest will be added to the health class if you have the children write their health perplexities to this department of HYGEIA. This section is also a regular monthly feature.

*HYGEIA is the magazine of the national doctors' organization, and, as such, is always reliable, and free from fads and sensation.*

**SPECIAL INTRODUCTORY OFFER**

**The usual subscription price of HYGEIA is $3.00, but to circulate it widely among teachers, a special introductory offer of 6 months for one dollar is made. Just think, six months of HYGEIA will practically carry you through the school year, and keep you continually supplied with refreshing health material. Simply clip the coupon and send a dollar.**

AMERICAN MEDICAL ASSOCIATION J.H.P.E.—N.
535 North Dearborn, Chicago.

Enclosed, find $1.00, for which send me "Helps for Health Teaching" and receipt of my six months subscription to HYGEIA. Start the subscription with the November issue of HYGEIA.

Name .....

Address .....

**Elementary Tap Dances**

*Katherine Ferguson*

Nine taps with music, for children or beginners in dancing. Costume suggestions included.

**$1.15**

**Nature Crafts**

*Emily A. Veazie*

How to make leaf prints, botanical collections, star maps, plaster casts and other delightful things.

**$.35**

**Camps and their Modern Administration**

*Hazen K. Allen*

Planning an efficient camp from the ground up: site, buildings, staff, budget, rates, etc.

**$1.75**

**THE WOMANS PRESS**

***600 Lexington Ave.*** ***New York***

Style and Character . . . *plus* Comfort

are combined in

**MOORE GYMWEAR FOR GIRLS**

If your local dealer cannot supply you, write us

*Send for your copy of our latest folder,*
NEW STYLES FOR THE GYMNASIUM

**E. R. MOORE COMPANY**

**932 Dakin Street** **Chicago**

***Modern Archery***

A textbook on the Art of Shooting for Accuracy with the Bow and Arrow

By ARTHUR W. LAMBERT, Jr.
Champion, Midwest Archery Association of the United States, 1927

**Illustrated. 8vo. Cloth. Price $3.00**

This book places in the hands of enthusiastic archers of today a textbook that will guide both novice and student to a better understanding of the principles that underlie the art of shooting accurately with the ancient weapon. It is devoted to target shooting, in which accuracy as reflected in scores made at the regulation rounds is the sole aim.

**A. S. BARNES & COMPANY**

**67 WEST 44th ST.** **NEW YORK**

counts 9-10, face left two times, counts 11-14, face left about, counts 15-16 .....4 m.
Total 8 m.

V STEPS: Verse,
7 left, counts 1-2, spring from left foot moving to right and click heels together while off floor, land on right foot, count 3, 3 left, count 4 .....2 m.
Repeat all beginning right, counts 5-8 .....2 m.
Repeat left and right, counts 9-16 .....4 m.
Total 8 m.

VI STEPS: Chorus,
Repeat steps of III and arrange so that you may run off stage with the ending of the music, counts 1-16 ..8 m.

MY OLD KENTUCKY HOME

A Clog Arrangement for Couples Play as Written

I. Two 3's and a 7 beginning with left foot, counts 1-4, four step-hops forward, counts 5-8, repeat all beginning right and moving backward on step-hops. (This takes through the third count of the fourth measure. For convenience we will call it four measures and adhere to this in the entire description). 4 M.

II. One 3 with left foot and grape-vine step moving right sideward and taking seven steps, counts 1-4, two 7's beginning right, counts 5-8, repeat all beginning right, counts 9-16 4 M.

III. Two 3's and a 7 left and two 3's and a 7 right, counts 1-8, two click steps left sideward (spring from right foot, click heels in air, land on right foot and immediately step left sideward, count "and-1" follow with left foot and repeat, count "and-2"), counts 9-12 hop backward on right foot and step left backward, count "and-13", follow with right foot and step left forward, count "and 14", 7 with the right foot, count 15-16, 4 M

IV. Retard music. Two "Old Man Steps" forward (with weight on right foot, left heel raised, left hand on left knee and right hand on hip, step forward left pressing left knee back with left hand "and 1-2," follow right and repeat step left forward count, "and 3-4", counts 1-4. Two 7's beginning right, counts 5-8 hop backward on left foot, count "and," step right backward, count -9, follow left and step right forward, count "and 10," with leaning well backward hop forward on right foot with leg-swing left forward, count "and" large step left forward, count 11, follow with right foot, count 12, two 7's starting left, counts 13-16 .....4 M.

V. Chorus. With left hands joined in front and right hands grasped above shoulder, four waltz balance steps forward and backward, counts 1-8, three 7's beginning left, counts 9-14, hop left backward, count "and" step right backward, count 15, follow left, count "and," step right forward, count 16 .....4 M.

Repeat all .....4 M.
Total 8 M.

H. C. REUTER,
*Dept. of Physical Education,*
*LaCrosse Teachers' Training School, LaCrosse, Wisconsin*

## *Interest in Archery*

*(Concluded from page 25)*

around the bow down through the centuries; if you are an exponent of the art that you teach; and if you can stand up and show them how it is done, then you and your students will all enjoy this ancient and most wonderful pastime.

BIBLIOGRAPHY

**Technique**
Journal of Health and Physical Education—Sept., 1930.
Sportswoman—June, 1930.
Archers Handbook, Archers Co., Pinehurst, N. C.
Modern Archery—Arthur Lambert, Jr. A. S. Barnes Pub. Co.
Archery, Dr. Robt. P. Elmer, Penn Pub. Co.

**Romance—Historical Fiction**
Under Drake's Flag.
Sir Nigel. The White Company, Arthur Conan Doyle.
Red Eve, Haggard.
Teckla, Robert Barr.

**True Adventures**
Witchery of Archery, Maurice Thompson. Archers Co.
Hunting with the Bow and Arrow. Saxon Pope. Macmillan Co.

# *Intramurals in Junior Highs*

*(Concluded from page 28)*

during the lunch hour and consequently, if his play period is organized for him in the manner I have just described, he will be subject to less danger from injury, he will not play so hard and the playing of a competitive game as a spectacle where the majority of the students will be spectators lessens greatly the number who will be violating hygienic principles. The point I am making here is this—if we have three hundred or more students in the gymnasium scampering madly about without thought for the welfare of their neighbors, we have the entire mass playing hard in a manner detrimental to their health whereas on the other hand the plan I have outlined will have from ten to fifteen students only taking part in the activity. We cannot stop the play of children; we can, however, stop two hundred and eighty children from playing aimlessly—often harmfully. A milder form of entertainment can be provided for by promoting a foul throwing contest for the entire student body. Have each contestant make 25 tries and allow those to qualify who make 15 baskets out of the 25. Have those who qualify make 25 additional tries and thus determine a winner. More thought should be given by physical directors to devising and promoting more of these milder forms of play in order to meet the problem of these noonday periods.

## Awards

THE question of awards is sometimes a delicate one to handle, particularly where funds are not available as may often be the case. The psychologists tell us that the most desirable type of award is the inward satisfaction derived by the individual, but I doubt very much if this inward satisfaction of a victory gained is sufficient to the Junior High School boy or girl. Children of the Junior High School age look for and expect some concrete expression of victory, such as ribbons, medals, badges, banners or cups.

If possible, silver loving cups should be procured for the championship teams among the Home Rooms. These cups can be used from year to year since they are to remain in the possession of the Home Room winning them only as long as they continue to be the school champion. Many schools are able to meet this kind of expense through profits derived from plays, etc., put on through the Auditorium classes.

Here is an opportunity for physical educators to do a bit in furthering the cause of "Athletics for All." The Junior High School student is keenly alive to the opportunities offered him and will enthusiastically enter into the spirit of Intramural Activities.

### SEASONAL SCHEDULE OF SPORTS

*Fall Season*—Speedball, Soccer, Touch Football, Relays, Swimming, Efficiency Tests.

*Winter Season*—Basket Ball, Foul Throwing, Track (Indoor), Athletic Carnival, Relays, Efficiency Tests, Swimming, Volley Ball, Handball.

*Spring Season*—Playground Baseball, Volley Ball, Tennis, Baseball, Track (Outdoor) Relays, Horseshoes.

***To alleviate pain***
***To promote repair***
***To restore function***

is the axiomatic trinity in the treatment of injuries of—

**Muscles - Joints - Tendons**

*Antiphlogistine*

by aiding the natural process of repair in a reasonable and scientific manner, produces results far superior to those obtained by other procedures and is infinitely superior to expectant treatment so often adopted.

*Write for Sample and Literature*

**The Denver Chemical Mfg. Co.**
163 VARICK ST. NEW YORK, N. Y.

**ITHACA SCHOOL OF PHYSICAL EDUCATION**

PUPILS prepared in three years to teach Physical Education, coach athletic teams, and to supervise playgrounds in New York State and all other states granting reciprocity. In 4 years graduates receive the Bachelor of Physical Education degree, making them eligible to teach anywhere in the United States. Large faculty, including "Jack" Moakley, head coach of 1920 Olympic team, and Walter O'Connell, wrestling coach, 1924 Olympic team. Unusual opportunities for practice teaching and observation of games. Co-educational. Athletic field. Gymnasium. Dormitories. Camp. Graduates in demand. Earn residence credit toward the Degree in vacation time.

**Spring Term begins February 12th**

*Send for catalog*

**Laurence S. Hill, Dean**
**226 DeWITT PARK ITHACA, N. Y.**

# New Books Received

**Complete book reviews are contained in the RESEARCH QUARTERLY**

**Wholesome Living Series No. 3—Health and Control.** 210 p.
**No. 4—Health and Service.** 225 p.
J. F. Williams, M. D. and Theresa Dansdill—Benjamin Sanborn & Co.

Two new additions to a well known series. Volume 3 stresses the dynamic approach to health. Health is viewed as a means (not an end) to a vigorous and abundant life.

Volume 4 emphasizes the social relation of the individual to the group. Directed to the 6th grade in particular. Aims to help boys and girls interpret their health habits, skills, and attitudes in relation to service to others.

**The New Healthy Living.** (2 volumes). Winslow and Hahn. Charles E. Merrill Co.—312 and 438 p.

These two volumes on Health Literature are for children in late elementary and Junior high school grades. Well illustrated. Suggests excellent correlations with other subjects. The emphasis is on practical habit formation by securing the interest of the child rather than by memorizing of anatomical detail.

**Theory and Technique of Women's Basketball.** Marjorie E. Fish. D. C. Heath & Co. 165 p. $1.68.

Practical material on principles, methods, and organization of women's basket ball. Treats the subject as an educational activity. Includes diagrams, illustrations of technique and clear analysis of different types of play.

**Home Nursing and Child Care.** C. E. Turner, Nell Josephine Morgan, and Georgie B. Collins. D. C. Heath & Co. 282 p. $1.20.

Home nursing, child care, and first aid for students. A classroom guide for Junior high schools and lower Senior high schools. Introduces the student to fundamental physiological facts. Contains suggestions for discussion after each chapter. Logical arrangement a feature.

**Physiology and Health.** C. E. Turner, D. P. H., D. C. Heath & Co. 282 p. $1.00.

A classbook for late Junior high school and early Senior high school. Continuity with health training given earlier in grades. Also very useful text for home nursing. Interesting chapter on muscular activity. Many illustrations.

**Public Health and Hygiene.** Charles F. Balduan, M. D. W. B. Saunders Co. 304 p.

A textbook. Well illustrated. Covers wide field including divisions on Communicable Diseases, other Important Preventable Diseases and Conditions, Community Hygiene, and the Prevalence of Disease Generally. Has brief historical treatment.

**The Prevention of Disease in the Individual.** (Third Edition). Kenelm Winslow, M.D. W. B. Saunders Co. 431 p.

First section deals with personal hygiene. Second section with prevention of disease, aims to help the individual keep well and to avoid sources of sickness.

**Physical Examination and Diagnostic Anatomy.** Charles B. Slade. W. B. Saunders Co. 196 p. $2.00

A concise book for medical students and physicians. Chapters 1, 3, and 4 on Inspection of interest to physical educators. Otherwise too advanced.

**The Future of Interscholastic Athletics.** Bureau of Publications, Teachers College, Columbia. 138 p.

A radical but very stimulating book on athletic policies. Condemns championships, spectatoritis, coach's presence on sidelines, professionalism, etc. Of interest to school administrators as well as athletic coaches and directors.

**Health and Happiness (Wholesome Living Series).** Williams and Dansdill. Benjamin A. Sanborn & Co. 106 pp. For the lower grades.

Presents health tales that are within the child's own experience. The 28 stories are designed with the object of leading the child to form habits of wholesome living. Large print. Interesting illustrations in colors.

**Healthful Living—the Why and the How.** S. E. Bilik. Charles Scribner and Sons. 262 pp. $2.50.

This book treats of training rules both for athletes and all others interested in a healthful living regimen. After a description of the body, which is written for the layman's comprehension, the author discusses diet, exercise, common ailments, bathing, including special baths and steam cabinets, sleep, choosing a physician, and closes with a discussion of first aid. The author applies eighteen years' work in conditioning men to formulate a science of healthful living. Very practical.

**Principles of Women's Athletics.** Florence A. Somers. A. S. Barnes & Co. 133 pp. $1.60.

A scholarly presentation of the problems of women's athletics. The author writes from a background of valuable practical experience in this field. Objectives are first discussed; then the factors, biological, etc., underlying women's participation; historical surveys and present day trends; followed by chapters outlining principles, their implications, and the conclusions of the author.

The book shows the wide variation of opinion still existent in regard to women's athletics and points the way to many needed research projects.

**Field Hockey for Coaches and Players.** Hilda V. Burr. A. S. Barnes & Co. 194 pp. $2.00.

Field hockey enthusiasts will find this book the answer to all their questions of training and technique. Miss Burr is an English player and teacher and was a member of the English group of players which toured the United States a few years ago. There are chapters on Equipment, Technique, Forward Play, Defense Play, Tactics, Hints to Coaches, Stick-work Practice and Relay Games, Hints to Umpires, and Team Selection. The latest addition to the popular "Athletics for Women," series.

**The Organized Recess.** Marie M. Ready. U. S. Dept. of the Interior. Pamphlet No. 2, March, 1930.

A bulletin of 15 pages discussing the organized recess, its development, the methods of organization, methods of grouping children, equipment, etc. Some of the conclusions show that there is a tendency toward utilizing this period for the development of pupil leadership, also as a test of the effectiveness of regular physical education work in "carrying over into the leisure time of the child." The conclusion is definite that the unorganized recess has little value for the child. Inadequate time and space, along with lack of training of the grade teacher, present the main obstacles to success of the organized recess.

**The Camp in Higher Education.** Marie M. Ready. U. S. Dept. of the Interior. Pamphlet No. 1, February, 1930.

A bulletin of 31 pages explaining the developments in colleges, universities, and normal schools along the lines of promoting summer camps. Discusses the project from the standpoint of providing practical experience for the required work in certain curricula, providing vacation study which is a combination of recreation and education, and for training leadership for camp councilors. A survey of the different courses being conducted and their departmental affiliation; i. e., agriculture, engineering, forestry. geology, biology, health and physical education, etc.

**A Textbook of Massage for Nurses and Beginners.** Maude Rawlins. C. V. Mosby Company, 140 pp. $2.00.

The author has had thirty years of hospital experience in massotherapy. The book is written in clear style for beginners and is illustrated with many drawings. Explains how to administer rubbing movements, either to stimulate or to soothe the sufferer, how to ease patients who are uncomfortable in casts, splints, or bandages, also advises when massage is advisable and when.

**Industrial Arts.** Frederick C. Bonser. Bureau of Publications, Teachers College, Columbia University. 96 pp.

This book, written for public school administrators, discusses industrial arts in the elementary school, the junior high school, and the senior high school. It gives in detail information on special classes for retarded and defective children, units of administration, equipment, purposes, etc. Includes list of tests and measurement for industrial art classes and a bibliography of selected references for reading on industrial arts.

# Standard Texts on Physical Education

## Education Through Physical Education

*Its Organization and Administration for Girls and Women*

By AGNES R. WAYMAN, Associate Professor of Physical Education, Barnard College, Columbia University. *Second Edition.* Octavo, 378 pages. *Published, 1928.* *Cloth, $4.00, net*

## Adapted Group Gymnastics

*12mo, 150 pages, illustrated. Cloth, $1.75, net. Published, 1927*

## Individual Gymnastics

*New (3d) Edition*

*12mo, 276 pages with 121 engrovings. Cloth, $2.25, net. Published, 1929*

By LILLIAN CURTIS DREW, Assistant Director, Central School of Hygiene and Physical Education, and Instructor in Corrective and Remedial Gymnastics and Kinesiology.

## Dudley Allen Sargent

*An Autobiography*

Edited by LEDYARD W. SARGENT, with an introduction by R. TAIT McKENZIE, M.D. 12mo, 221 pages with frontispiece. *Cloth, $2.00, net. Published, 1927.*

## Normal and Elementary Diagnosis

By WHITELAW REID MORRISON, M.D., Professor of Physical Education, Oberlin College and LAURENCE B. CHENOWETH, M.D., Professor of Hygiene, University of Cincinnati. Octavo, 384 pages with 136 illustrations. *Cloth, $4.00, net. Published, 1928.*

## Basketball

*A Text-book for Coaches, Players, Recreation Leaders, Students and Teachers of Physical Education*

By JAMES G. BLISS, Ph.D., Head of Department of Physical Education, State Teachers' College, West Chester, Pa.; with a foreword by LYNN W. ST. JOHN, Professor of Physical Education, Ohio State University; Chairman, Joint Basketball Rules Committee. 12 mo, 202 pages, illustrated with 72 engravings. *Published, 1929* *Cloth, $2.50, net.*

## Physical Education Activities

*FOR HIGH SCHOOL GIRLS*

By the Staff of the Department of Physical Education for Women, University of Michigan. Octavo, 322 pages with 54 engravings. *Published, 1928* *Cloth, $3.50, net.*

***Special Physical Education Catalog on Request***

**Washington Square** **LEA & FEBIGER** **Philadelphia**

# *The Acid Test*

**What more exacting test can there be of dictionary leadership than the judgment of the educational world?**

**Every State that has adopted an unabridged dictionary for use in its schools has chosen exclusively**

**WEBSTER'S NEW INTERNATIONAL DICTIONARY**

**The Colleges voted overwhelmingly in favor of Webster as the standard of pronunciation, in answer to questions submitted by the Chicago Woman's Club.**

**Nearly 100% of all schoolbooks are based on the New International for pronunciation, spelling, compounding, and division of words.**

**The New International has been universally accepted by those best fitted to judge. It is in accord with the best modern practice. Use it in your own schools.**

***Write for our free booklets of interesting ways to teach the use of the dictionary.***

**GET THE BEST**

**G. & C. MERRIAM COMPANY**
**SPRINGFIELD, MASS.**

# PLAY GAMES

## And Other Play Activities

By Albert B. Wegener

THE author is entitled to be rated as an expert in recreational activities, having had many years of experience as physical and play director.

He is thoroughly familiar with the literature of his field. This volume is based upon his own experience, observation and study. It has a definite value for the constantly increasing group of men and women who direct play, stating in graphic form the principles essential to the success of recreational activities of many kinds.

*Illustrated with nearly three hundred figures by the author. Net, $2.00, postpaid.*

AT THE BETTER BOOKSHOPS

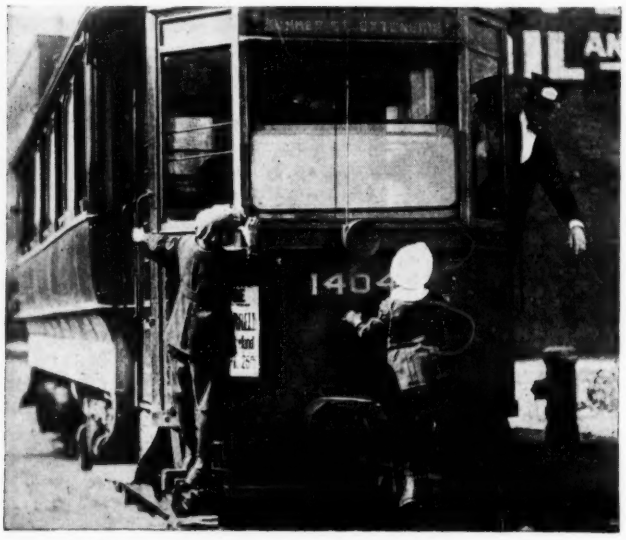
**The Abingdon Press**

NEW YORK 150 Fifth Ave. CINCINNATI 420 Plum St. CHICAGO 740 Rush St.

# *School Safety Education*

*(Concluded from page 7)*

so much because of the land you have discovered and your memorable conquest of the Pole that we honor you here today. It is rather because you have demonstrated through your careful preparations the value of your provisions for safeguarding your men. You have achieved a glorious adventure and at the same time



DANGEROUS ADVENTURES

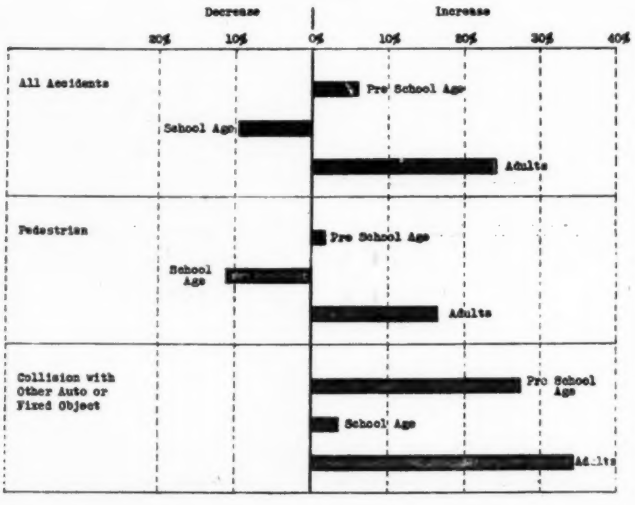
brought all your men back safely to us again." In just this same way we must protect children from the stupid adventures of life, so that they may live for the greater adventures.

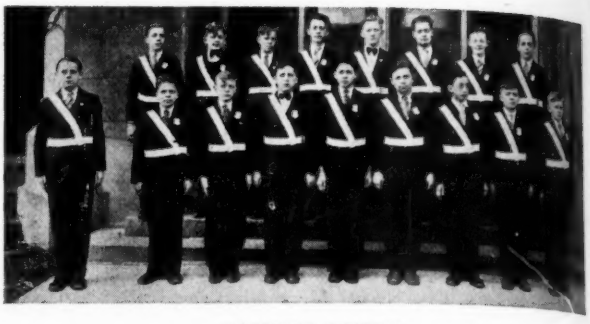
Is safety education securing results? I have already given you the facts that show that the death rate for children of school age is steadily falling. If life has become more dangerous, our children have learned to face and overcome these dangers. Yet we have much to do. Last year nearly 18,000 children lost their lives through accidents, besides the thousands who were seriously injured. There are many schools in which little or no safety is taught, and many others in which safety teaching is relatively ineffective. School and home—police department and safety council—health department and playground—we must work together, improving our instruction and our safeguards that more children may be saved, that they may go on to the greater adventures of life.

MOTOR VEHICLE FATALITIES

1929 Compared with 1927

(Based on data secured by the National Safety Council from certain Police and Motor Vehicle Departments covering a total population of 38,489,000)



SAVING LIVES

*Some of Chicago's 7,000 Boy Patrol members, directed by the Department of Physical Education*

# *Socializing Through Recreation*

*(Continued from page 9)*

athletic and recreational program, must be severely changed.

I am, I assume, speaking to educators—men and women who are trying sincerely to find basic ways through the chaos of our age.

Therefore, I urge you, who are concerned with the future of physical education, that you undertake to discover, either anew or for the first time, the meaning of such a word as "team," or the phrase "play the game"; that you try to find out the primitive values implied in such terms and words, and in the practices out of which they grew; that you search for the ways in which those terms and words have been degraded; that, in short, you try to get an historical perspective on this whole recreational, athletic and educational problem. Leadership in the escape from the bally-hoo must come from you. I can be accused of arguing that more men should be compelled to take Latin, and fewer permitted to develop their nobler physiques by means of athletics. I can be accused of decrying social affairs, and demanding that every one shall spend his time improving his mind, in intellectual ways. (I do not mind saying that I think an idea or two will not, on the whole, hurt anyone.) But, *you* can argue from your own premises: *you* can argue for strength of body and mind; for sanity of living, that shall include everything that may be called human, specifically mentioning a childhood and youth of free play for every child, and real team experiences for every young person; and for the rescuing of these great recreational energies from those who have no

understanding of, or interest in, them as educational or social values.

The capacity of the individual to amuse himself is slowly passing. More and more he pays others to amuse him. That mass spectacles have had their values; that mass recreation is desirable, in a measure, I admit, and I argue it. The automobile and the movie have done more to destroy the old world of littleness and primitive repression than all the books that were ever written. But that a world that will come, by drift, out of the thoughtless mass of commercialized recreations and the thoughtless masses who pay for them, will be a better world is something I hesitate to admit.

In many ways, the workers in the field of physical education hold the clue to the whole future of society. If *you* know what you are doing, and how to do it, we may have a great human future; if you don't, if you are bullied either by the intellectualists on the one hand, or by the spectacularists, as I may call them, on the other, or by both of these, your work will fail. Of all the educators, you need to know your psychology—even as you know your physiology; and your psychology must be a *social* psychology, for you are dealing, not with mere minds, or with mere bodies, but with persons—social beings, immature, struggling, hoping, failing human beings. Can you help them to become social—and yet be *real persons?* This is the job of education, in which you of the physical education group must undertake a generous responsibility.

## *Professional Ethics*

*(Concluded from page 21)*

| | $Q^1$ | Med. | $Q^3$ |
|---|---|---|---|
| forth the criticism. | 8.8 | 9.3 | 9.6 |
| 64. To refuse to act as an agent for the spreading of progaganda of any kind among students, faculty, or townspeople. | 5.7 | 9.1 | 9.6 |
| 65. To refuse to promise a position to a candidate until it is authorized by the proper authorities. | 8.2 | 9.3 | 9.6 |
| 66. To be definite in the exact type of work expected when employing a teacher. | 8.0 | 9.3 | 9.7 |
| 67. To insist upon the proper conduct of students whenever and wherever they are under one's direct supervision. | 9.0 | 9.3 | 9.7 |
| 68. To accept a position only if one is qualified to handle it effectively. | 7.6 | 9.0 | 9.6 |


**AMERICAN COLLEGE of PHYSICAL EDUCATION**

**CO-EDUCATIONAL—ACCREDITED**

TWO-YEAR diploma, 3- and 4-year B.P.E. Degree courses. High School graduates admitted. Special students accepted. Free placement bureau. Dormitory. New semesters February and September.

**DEPT. A. P.**

**1019 Diversey Parkway Chicago, Illinois**

**Now Every Gym Can Afford an *Automatic Electric* SCORE-BOARD**

The new REMOTOMATIC is priced within the reach of every gym. It is the greatest bargain ever offered in electric score-boards. Fully automatic, it shows scores and minutes to play—either 16 or 20 minute halves. Operates by remote control—from officials' table or other convenient location.

Large white figures on a gloss black field, framed in tiffany blue or class colors. Score changes and time flashes are executed by push button. The REMOTOMATIC comes a complete unit, ready to hang up and plug into any 110 volt outlet—either AC or DC.

***Write for Descriptive Circular***

**CHICAGO**
**Gymnasium Equipment Co.**
**1835 W. Lake St., Chicago**

***Exclusive Distributors for the United States***

**SAND KNIT**

**HONOR SWEATERS**

**for Colleges and High Schools**

***Furnished in All Standard School Colors***

**Chenille or Felt Letters and Emblems**

***10 Days' Service***

**SAND KNITTING MILLS CO.**

**Manufacturers of**

***Exclusive Knit Goods for Athletic Wear***

**1714-20 North Robey St. CHICAGO**

**Coaches and Physical Directors: We will gladly forward you our 64-page complete illustrated catalog upon request.**

**Prepare to be a Director of Physical Education**

OPPORTUNITY awaits the woman adequately trained in the profession of Physical Education. The work is fascinating, gives standing in the community, and is well-paid. The Chicago Normal School of Physical Education will prepare you for an attractive position.

One-year course in Playground; two-year normal course with diploma; three-year course with degree. Skilled instruction in all types of dancing, gymnastics, field and water sports. Accredited academic subjects. Six joyous weeks in camp.

Beautiful location in residential section of Chicago. Gymnasiums with modern equipment. Comfortable, well-appointed dormitories. All advantages of city life. Cultured, refined environment. MID-YEAR TERM STARTS FEB. 2. Send for catalog. Address

FRANCES MUSSELMAN, Director
Box 6110 5026 Greenwood Avenue, Chicago, Ill.

THE CHICAGO NORMAL SCHOOL OF PHYSICAL EDUCATION

**DWIGHT POSTURE MODEL**
With Directions for Using
Medium weight cardboard figure, jointed at knees and elbows, at the junction of head and neck, at the shoulder joint and to show dorsal curve and pelvic tilt. PRICES: 17 in. size, 50 cents postpaid, $35 a hundred; 54 in. size (made to order), $5 f. o. b. Boston.
Send check or money order—not stamps, to:
MISS E. DWIGHT
8 Griggs Terrace Brookline, Mass

LIVING STATUARY
by
LLOYD W. OLDS

THE article which appeared under this title in an earlier issue of HEALTH AND PHYSICAL EDUCATION, has been enlarged upon, with new poses added by the author. It is made up in booklet form.

**Price 50c**

*Copies may be obtained from*
LLOYD W. OLDS
Physical Education Department, Michigan State Normal College
Ypsilanti, Mich.

# *Hello Badminton!*

*(Concluded from page 37)*

a good position to cover court for the return. This position is in the center of the court just back of the short service line. From here one may reach any part of the court with a leap—to dart forward if a drop shot is made or backward if the return is a lob.

The wrist plays an important part in nearly all Badminton strokes. Take, for instance, the return of a drop shot close to the net! To get to this shot it is often necessary to leap or slide forward or sideways with the racket extended from a fully outstretched arm, intercepting the bird close to the floor. The only way to propel the bird back over the net is by a quick wrist-movement and the return must be made either just to clear the net or to go deep into the court. There can be no half-measures, or the bird will be promptly despatched hopelessly out of one's reach. This applies to both forehand and backhand and it is surprising what can be done with this wrist "flip."

In returning shots aimed deep in the court and only just reached, this wrist action is again of much help, although in these cases it is supplementary to the arm and body movement. The overhead flat smash of tennis has its place in Badminton, notably when the opponent has been forced into giving one a "set-up" with an open court in which to "put away" the point with the utmost speed. But more valuable is the stroke which has the same preliminary motions as the smash but which concludes with a wristy motion at the moment of impact, drawing the racket across the "bird" and causing it to dive "short" in the opponent's court. Feinting is a part of the expert's bag of tricks and opens up a wide field. Both of these overhead shots can be changed at the last fraction of a second into either a soft drop or a lob. Some players will deliberately miss the smash by hitting too soon and then by coming up again quickly with the racket, catch the opponent out of position with a soft underhand shot in a different direction.

To the beginner I would say, practice first the service, then the deep lob to the base line, then the smash, and finally the tantalizing drop shots that are hardest of all to control. When you have attained proficiency in these shots, you will be a good Badminton player. You may go on to win some of the championships that must come sooner or later as a result of the rapid spread of Badminton. But whether you become an expert or not, if you play Badminton regularly you will have an ideal way of keeping in condition and building up your body to meet the strain imposed upon it by modern life.

Boston University School of Education:
**The Sargent School of Physical Education**
ESTABLISHED 1881
Broad and thorough four-year course for properly qualified young women in the theory and practice of Physical Education. Six months of instruction at Camp. University affiliation provides large professional and cultural training. Courses for graduate degrees. Appointment Bureau for graduates at the school.
PROFESSOR ERNST HERMANN, *Director* 6 Everett Street, Cambridge, Mass.

# An Elementary Program

*(Continued from page 23)*

The first division, health service, includes all types of service provided for improving the health of children in the public schools—the detection and correction of defects, prevention of the spread of communicable diseases, etc. All medical inspection, school nursing, and dental service come under this head.

The second division, that of health supervision, has to do with the children's environment. Under this heading we include heating, ventilation, lighting, sanitation, furniture of the school.

These two phases of the health education program having to do with the service rendered to children and their environment are carried on without the children's being actually conscious of them.

The third division of the program is labelled health instruction. This is the part of health education which is presented directly to the children. It will be noted that apart from the five minutes daily set aside for health inspection, no definite time is assigned to the teaching of health. Health teaching should be a vital part of the whole school curriculum rather than a separate, isolated subject. Such teaching requires conscious correlation on the part of the teacher, although it should appear incidental to the child. The psychological rather than the logical method should be employed; information and instruction regarding health should be given when the opportunity for it presents itself, never as an abstract thing. The social studies provide an excellent opportunity for correlation, also home economics, nature study, science, and art. There are many health readers that are interesting to children, but before providing these books as reading material, teachers should be sure that the facts woven into the stories are true.

The teacher's greatest contribution to a health education program is made through her influence upon her pupils in helping them to establish the correct attitudes toward health. In order to foster these attitudes, it is essential that there be a happy atmosphere in the school room, and a feeling of friendship and confidence between teacher and pupils. Only in such surroundings can lasting attitudes toward health be developed.

When away from home and school influences, children will do only those things they wish to do; therefore, unless we establish within these children of ours the right attitudes toward the practice of fundamental health habits, we have accomplished nothing of permanent value. Knowledge of hygiene does not necessarily insure its practice. It has even been said that the practice of hygiene is in inverse ratio to knowledge. Whether we agree with such a strong statement or not, most of us admit that knowledge alone seems to have little influence when it comes to the establishment of good habits of living. Health education would be a simple matter if a knowledge of the rules of health led immediately to practice of them. Right here we should consider the type of health teaching which encourages children to lie in order to please their teachers. Here too should be thought of some of the songs and poems which have been revamped to fit into the health education program. Singing songs and reciting poems about health may be of benefit, but there would seem to be no good reason for paraphrasing our national anthem, mutilating our old nursery rhymes, and even the Ten Commandments and the Lord's Prayer. Instead, why not allow children to sing worth while songs for the joy of singing them; it will do more to promote health.

We learn by doing; therefore, in order for health education to function, children must be given "health experiences," that is, health education must be as much an activities program as possible. One fine example of this sort of work runs as follows. A first grade class of

**Award Sweaters**

With the close of the **FOOTBALL SEASON**, the gridiron **HERO** will appreciate a definite proof of his school's **APPRECIATION.**

Let us show you the **LATEST** and **BEST** in **AWARD SWEATERS**, made by **O'SHEA.**

Worn by **HIGH SCHOOL** and **COLLEGE MEN** who desire the **BEST.**

*Write for Special Sweater to*

**The Athletic Supply Co.**

**TOLEDO, OHIO** *Two Stores* **COLUMBUS, OHIO**

**PANZER COLLEGE** Formerly Newark Normal School of Physical Education and Hygiene

**OFFERS**

**a THREE-YEAR COURSE for graduates of a four-year high school course**

the DEGREE OF BACHELOR OF PHYSICAL EDUCATION (B. P. E.) to students who complete the four-year course of study. Strong faculty. New school building, beautifully situated in East Orange, N. J.

**Coeducational** **Accredited**

*For illustrated catalog write to*

**Margaret C. Brown, 139 Glenwood Ave., East Orange, N. J.**

children had a large doll which was considered a regular member of the group. In one corner of the classroom the children built and furnished two rooms, a bedroom and a bathroom. These rooms were to be the home of the doll Gloria. Each day Gloria was taken care of by a different few children. She was bathed, her hair combed, her teeth brushed, she was dressed. Then a proper breakfast, or rather magazine pictures of the same were set before her. Next, she was put outdoors to play while her home was put in order. Each afternoon before the close of school, Gloria was put to bed for the night. Work in all school subjects was definitely tied up with this, and the children absorbed much in the way of health habits and attitudes.

Children will not be greatly impressed by any type of health education presented by people who themselves do not act or look the part. The bald-headed barber who tries to sell his never-failing hair tonic is in no more incongruous position than the teacher who is lacking in the qualities she claims will be developed "if we live according to the rules." The teacher of health who is unhealthy is not likely to meet with much success in improving the living habits of growing children. The first requisite then, for teaching health, is the possession of it. This does not imply that there are not people of unusual personality suffering physical handicaps, who do splendid work along this line of health education. The fact remains, however, that the teacher possessing good health and attractive personality, combined with the ability to win the regard and confidence of children, even with little special training, exerts a greater influence on the lives of boys and girls than the most highly trained expert who lacks these qualities.

In conclusion, I feel that, by utilizing the varied activities of a balanced physical education program and by providing opportunity for living the right health habits, physical education may help materially in giving the child a vigorous health with which to face life with a smile.


## OUR ADVERTISERS *deserve* YOUR PATRONAGE

**BOOK PUBLISHERS**

Abingdon Press ..... 55
American Physical Education Association ..... 51
A. S. Barnes & Co. ..... 30, 31, 52
Lea & Febiger ..... 55
G. & C. Merriam Co. ..... 55
L. W. Olds ..... 58
Womans Press ..... 52

**FIELD AND GYMNASIUM EQUIPMENT**

Chicago Gymnasium Equipment Co. ..... 57
Fox Tent and Awning Co. ..... Inside Rear Cover
Narragansett Machine Co. ..... 35
Pittsburgh-Des Moines Steel Co. ..... 41
A. G. Spalding & Bros. ..... 2
Universal Bleacher Co. ..... Inside Rear Cover

**HEALTH MATERIALS**

Denoyer-Geppert Co. ..... 36
Denver Chemical Co. ..... 53
Dwight Posture Model ..... 58
Kling Novelty Co. ..... 35

**SCHOOLS AND COLLEGES**

American College of Physical Education ..... 57
Arnold College for Hygiene and Physical Education ..... 39
Bouve-Boston School of Physical Education ..... 47
Chicago Normal School of Physical Education ..... 58
International Y. M. C. A. College ..... 36
Ithaca School of Physical Education ..... 53
Panzer College ..... 59
Posse-Nissen School of Physical Education ..... 39
Russell Sage College, School of Physical Education and Hygiene ..... 41
Sargent School of Physical Education ..... 58
Savage School of Physical Education ..... 36
Wellesley College ..... 45

**SPORTING GOODS, CLOTHING, SHOES, SUPPLIES**

Aldrich & Aldrich ..... Rear Cover
Athletic Supply Co. ..... 59
Brooks Shoe Mfg. Co. ..... 45
Chancellor & Vaughan ..... Inside Front Cover
E. Hedges ..... 45
Kesten Distributing Co. ..... 47
E. R. Moore Co. ..... 52
James Murray ..... 47
E. B. Myers Company ..... 49
Rounsevelle-Rohm ..... 39
Sand Knitting Mills Co. ..... 57
Thayer McNeil ..... 43
Weyhing Brothers ..... 35

**GENERAL**

Hotel Harrison ..... 39
Hygeia (American Medical Association) ..... 51


# *Individual Physical Education*

*(Concluded from page 11)*

the kinesiological and physiological effects of modern physical education activities, we will, of course, carry on to some extent in our special adaptive corrective procedure with the simpler though less interesting and valuable formalized movements of the past, whose kinesiology at least is fairly well established.

## Cooperation

This means that it is necessary to have the closest possible cooperation between all of the health agencies of the university seeking to serve the individual, such as:

The University Physician.
The Student Health Service.
The Medical Examiner of the Military Authorities.
The Teachers of other physical education activities.
The Trainer and Coach.
The Deans of the various colleges of the university.

## Conclusion

In closing, the author wishes to reiterate:

(1). That programs of Individual Physical Education are definitely needed in the colleges and universities.

(2). That clearly defined objectives are the first essential. A few specific objectives have been presented for your consideration under the heads of: Individual Contacts, Causation, Prevention, Correction, Construction, Protection, Education, and Cooperation.

(3). That Correction has relatively more importance in the field of orthopedic surgery and less importance in Individual Physical Education, while *Education,* with its emphasis on the development of the individual to the point where he can make successful adjustments to life in school and after school, is supremely important in Individual Physical Education.

(4). That a program to realize these objectives in the greatest measure will include not formalized Swedish gymnastics alone, but to a very large extent informal games and sports scientifically analyzed from the standpoint of kinesiology and physiology and adapted to meet individual needs.

(5). That this program which takes the physically handicapped individual as he is with respect to what he may become, helps him to help himself and contributes to the better health and efficiency of the total individual, might very appropriately be termed *Individual Physical Education.*